

DOCUMENT RESUME

ED 287 338

HE 020 703

AUTHOR Galligani, Dennis J.
TITLE University of California, Irvine, Student Affirmative Action Five-Year Plan and Planning Process, 1984-1988. Volume I.
INSTITUTION California Univ., Irvine.
PUB DATE 1 Jul 84
NOTE 16lp.; For related documents, see HE 020 704-706.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Academic Persistence; Access to Education; *Affirmative Action; *College Admission; *College Planning; *College Students; Higher Education; Long Range Planning; Minority Groups; Program Content; Program Evaluation; Program Implementation; School Holding Power; *Student Recruitment
IDENTIFIERS *University of California Irvine

ABSTRACT

This first volume of the University of California, Irvine, (UCI) Student Affirmative Action (SAA) Five-Year Plan provides an overview of the plan and the planning process, lists campus SAA goals and objectives, summarizes campus SAA activities, and describes the research and evaluation components of the plan. Topics include: the historical context in which the SAA plan was developed, the ongoing planning process, qualitative and quantitative goals affecting implementation of the plan, and objectives that focus programmatic responses from units and allow measurement of progress toward these goals. The goals cover outreach, enrollment, retention, and graduation and cover topics such as academic preparation, career development, and social environment. Programmatic responses to the SAA goals and objectives from 22 administrative and 11 academic units are summarized. Affirmative action activities of the academic senate SAA committee are covered, along with the SAA plans of the Division of Graduate Studies and Research and the UCI-California College of Medicine. Evaluation focuses on progress toward goals and research will focus on the nature of underrepresentation of minority students. A glossary of SAA terms is appended. (SW)

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UNIVERSITY OF CALIFORNIA, IRVINE

STUDENT AFFIRMATIVE ACTION

FIVE-YEAR PLAN AND PLANNING PROCESS

1984-1988

VOLUME I

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July 1, 1984

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ACKNOWLEDGMENT

The UCI Student Affirmative Action Five-Year Plan is the result of the continuously creative thought processes and the intense cooperative efforts of all participating segments of the UCI community: faculty, administration, staff, students, and community members. The plan reflects the deep commitment to student affirmative action held by the Chancellor and The Vice Chancellor; the Deans, Directors, and staffs of all of the academic and administrative units actively participating in the plan; and the members of the five SAA-related committees: the Community Advisory Council, the Coordinating/Advisory Task Group, the Core Planning Group, the Senate Committee, and the Student Advising Committee.

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FORMAT

The University of California, Irvine, Student Affirmative Action Five Year Plan and Planning Process consists of two volumes. Volume I contains an overview of the plan and the planning process, a list of the campus student affirmative action (SAA) goals and objectives, a summary of the campus SAA activities, and a description of the research and evaluation components of the plan. Volume II contains detailed descriptions of all campus SAA activities for 1983-84 and 1984-85 as submitted by 22 administrative and 11 academic units.

The following is a narrative description of the contents of Volume I:

Section A: EXECUTIVE SUMMARY

Section B: OVERVIEW OF THE PLAN

Section B contains an overview of the SAA plan, a description of the collaborative effort used to develop the SAA plan, and a summary of the historical context in which the plan has been developed.

Section C: THE ONGOING PLANNING PROCESS

Section C describes the process by which the plan will continue to be enhanced and implemented.

Section D: UNDERGRADUATE STUDENT AFFIRMATIVE ACTION GOALS AND OBJECTIVES

Section D describes both the qualitative and quantitative goals which provide the framework for coordinated implementation of the plan. Each goal is supported by specific objectives which serve to focus programmatic responses from units and allow measurement of progress

toward these goals. The goals cover outreach, enrollment, retention, and graduation.

Section E:

SUMMARY OF UNDERGRADUATE STUDENT AFFIRMATIVE ACTION
PROGRAMS AND ACTIVITIES

This section contains summary information about the programmatic responses to the SAA goals and objectives from 22 administrative and 11 academic units. Several summaries of SAA programs and activities are provided according to type of unit (academic, academic retention, outreach, student life) and by SAA goal and objective.

Section F:

ACADEMIC SENATE STUDENT AFFIRMATIVE ACTION ACTIVITIES

Section F describes the major accomplishments and future plans of the Irvine Division of the Academic Senate's SAA Committee.

Section G:

EVALUATION AND RESEARCH

Section G describes the processes which will be used (1) to assess progress toward the goals and objectives, (2) to evaluate SAA programs, and (3) to conduct a major research program to understand the fundamental nature of the problem of underrepresentation.

Section H:

THE DIVISION OF GRADUATE STUDIES AND RESEARCH, GRADUATE AND
PROFESSIONAL OPPORTUNITY PROGRAM

Section H contains the SAA plan of the Division of Graduate Studies and Research.

Section I: THE UCI-CALIFORNIA COLLEGE OF MEDICINE, GRADUATE AND
PROFESSIONAL STUDENT AFFIRMATIVE ACTION PLAN

Section I contains the UCI-California College of
Medicine's SAA plan.

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Senate Student Affirmative Action Committee

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A. EXECUTIVE SUMMARY

The University of California, Irvine, Student Affirmative Action (SAA) Five Year Plan and Planning Process, 1984-88, Volumes I and II represent UCI's response to the continuing challenge facing the higher education community to create a learning environment that is simultaneously dedicated toward achieving educational equity as well as intellectual excellence. The SAA plan captures the campuswide student affirmative action efforts at a single point in time - Spring 1984 - and as such, is a snapshot of a dynamic, living process. The plan is part of an ongoing process which will continue until the SAA goals and objectives are achieved and underrepresentation no longer exists.

UCI's SAA plan is designed specifically to assist the University in addressing the fundamental problem of underrepresentation of certain racial ethnic groups enrolling in and graduating from UCI. These underrepresented groups are: American Indians, Blacks, Chicanos, Latinos, and Pilipinos. In Fall 1983, 12.8% of the new entering undergraduates at UCI were from these underrepresented groups. While this percentage is the first increase after a previous three-year downtrend, it is still well below the 26.2% of underrepresented students graduating from California's high schools. Once enrolled, these students tend to have lower academic performance and to graduate in fewer numbers than do other UCI students. The problem of underrepresentation is common to the University of California (UC) system as a whole and can in part be traced back to inadequate high school preparation.

At UCI the SAA planning process is a campuswide effort currently involving 11 academic and 22 administrative units. Five SAA-oriented committees, composed of faculty, students, staff and community members, review and implement SAA policies and procedures. The total campus SAA effort has been considerably enhanced by interaction with the Divisional Academic Senate. UCI was the first among UC campuses to create an Academic Senate committee (Winter 1983) and is at present one of only three campuses to have a functioning Academic Senate SAA (SSAA) committee. Last year the UCI SSAA articulated an SAA philosophy statement. This year, the committee generated a Joint Resolution which was adopted by the Representative Assembly and which has now become a formal statement of the Academic Senate, Irvine Division, confirming and expanding UCI faculty commitment to student affirmative action.

The core of UCI's SAA plan lies in its goals and objectives which establish qualitative as well as quantitative directions for all SAA efforts.

The goals and objectives are comprehensive and encompass outreach, enrollment, retention, and graduation. They cover topics such as academic preparation, academic performance, career development, curricular enhancement, and the social environment of SAA students.

For 1984-85, the campus has proposed 313 individual SAA activities. These activities are summarized in Volume I and reproduced in toto in Volume II. The summaries include highlights of the SAA activities by type of unit (academic, academic retention, outreach, or student life) and summaries of all unit activities.

Activities for 1984-85 will focus on the implementation of SAA plans in the units, on the development of formative evaluations of some of these activities, on the collection of baseline data, on the development of a comprehensive program of research, and on the improvement of dissemination and communication of information.

B. OVERVIEW OF THE PLAN

Introduction

Inherent in the principles of our democratic society is the concept that equal educational opportunity is an essential goal. It has proven to be a profoundly challenging and as yet unobtained goal. The low socioeconomic position of certain racial ethnic minority groups in the United States today is the tragic but inevitable consequence of centuries of unequal treatment and lack of educational opportunities.

Actions taken in recent years to halt such unequal treatment have met with mixed success. Thirty years have passed since the "separate but equal" doctrine was struck down in the 1954 decision of Brown vs. Board of Education. Twenty years have passed since the 1964 founding of the University of California's Educational Opportunity Program. And almost ten years have passed since UC and the California State Legislature established the SAA program. While some gains have certainly been made in the last thirty years, problems still exist. Measured by any meaningful criterion of representation, achievement, or attainment, authentic equality remains an unrealized dream for certain minority groups.

The elusive nature of this goal illuminates the fact that the achievement of equal educational opportunity requires changes in a myriad of complex political, economic, social and institutional policies and procedures. Students must be prepared and ready to take advantage of access to educational opportunities; the quality of education they receive must be the same offered to all students; the expectations of teachers and parents must be raised; and financial support must be provided where needed.

Otherwise, equal educational opportunity will remain an unobtained goal for the next thirty years.

The development of this five-year SAA plan represents UCI's response to the continuing challenge facing the higher education community to create a learning environment that is simultaneously dedicated to achieving educational equity as well as intellectual excellence.

Neither the spirit nor the letter of this five-year plan will permit us to turn away from equity in order to achieve only excellence; nor will the plan permit us to be satisfied with achieving equity--without excellence.

The UCI community--its faculty, students, staff, and community supporters--are committed to achieving both equity and excellence. UCI now ranks among the top 60 research universities in the country; Clark Kerr has predicted that UCI will most likely stand as the most successful totally new American university founded in the second half of the twentieth century. UCI's commitment to quality of education is demonstrated by its ability to attract and retain eminent faculty members in a wide variety of academic specialties. Students have recognized the quality of programs and, despite predictions of a severe drop in enrollment, have continued to enroll at UCI in ever-increasing numbers.

This commitment to academic excellence is matched by UCI's commitment to equity. UCI is understandably proud of its diverse mix of racial ethnic groups of students; it has the largest percentage of non-White students among the UC campuses. But problems of equity remain--several racial ethnic groups are still underrepresented when compared to their representation among California high school graduates. And the problems

that contribute to this underrepresentation are ubiquitous and intractable.

The five-year plan is but a tangible symbol of the Irvine campus attitude and commitment to promote both excellence and equity and captures only a small part of a multitude of campuswide SAA efforts. It does not adequately convey the spirit, hard work, and determination of many individuals at UCI who are striving to assure the success of student affirmative action. As can be seen in later sections of this plan, administrative and academic units are conducting many programs, activities and events, primarily with their own resources, to promote outreach, enrollment, retention, and graduation of SAA students. The plan is in essence a snapshot of these activities at a single point in time--Spring 1984. A written document, such as this plan, is one way--decidedly, a bureaucratic way--to attempt to capture a dynamic process. The heart and soul of SAA efforts at UCI are to be found elsewhere--in its people and its activities.

Statement of the Problem*

UCI's SAA five-year plan is designed to address the fundamental problem of underrepresentation, that is, the low numbers of certain underrepresented groups of students enrolling and graduating from UCI. The extent of the problem for the UC system as a whole has been clearly stated in the SAA plan developed by the Office of the President (OP) and will not be repeated here. For UCI, the problem is similar.

*All data in this section are based on domestic (U.S. citizens, permanent residents, refugees, and immigration card holders) students only; data include both special action admission students and regularly admissible students.

In Fall 1983, 12.8% of new entering undergraduates at UCI were from underrepresented groups. (See Table 1 for a comparison between UC and UCI SAA enrollments in selected years.) In terms of academic success, UCI's student records indicate that, on the average, SAA students' overall grade point average is approximately 0.25-0.30 below that of all UCI students. Although we are still collecting baseline data, it appears that SAA students may not be using support services as often as the campus' general student population.

First-year retention rates for SAA students are comparable to those of all students, suggests information from UCI's Student Tracking System. For new domestic freshmen entering in fall 1978, 73% of the SAA students and 75% of all students were still at UCI after one year. At the end of five years, however, only 30% of the SAA domestic students had graduated, compared to 43% of all domestic students. Data from the Student Tracking System show that SAA students start dropping out at a higher rate than the total population in their junior and senior years. Preliminary data indicate some differences in persistence rates among the five SAA groups, with higher persistence rates for Pilipinos and Latinos and lower rates for Blacks, Chicanos, and American Indians.

Causes for the retention problem have been documented by the Office of the President and, again, will not be repeated here. Among the contextual problems are: inadequate high school preparation and low enrollment in college-prep courses in high school, low UC eligibility rates among SAA students, and low college-going rates generally among SAA high school graduates (California Postsecondary Education Commission, 1981).

TABLE 1

Comparison of Ethnic Distributions of Undergraduate Enrollment
Between the University of California System and UCI
for Selected Years

Ethnic Group	Year					
	1975		1979		1982	
	UC	UCI	UC	UCI	UC	UCI
American Indian	0.5%	0.4%	0.6%	0.6%	0.5%	0.5%
Black	4.1	3.9	4.0	5.8	3.9	3.6
Chicano/Latino	4.9	6.0	5.7	8.7	6.0	6.5
Pilipino	0.7	0.9	1.2	1.4	2.0	2.0
Total SAA	10.2	11.2	11.5	16.5	12.4	12.6

Note: Percentages are based on total numbers of students enrolled.

Source: UC, Irvine Office of Information and Planning Analysis.

Table 2 displays the comparison between California high school graduation rates and enrollment in California postsecondary institutions, by ethnicity. Added to these problems is the reality of the changing demographics of California's school-age populations. By the year 2000, California will be the first majority ethnic minority state. It is estimated that by 1991 the combined enrollments of minorities in California's public schools will be 25% greater than the Anglo enrollment. The UC is already anticipating these changing demographics in its official enrollment projections.

TABLE 2

Ethnic Distributions of 1981 Graduates of Public California High Schools and Fall 1982 First-Time Freshmen by Segment

Ethnic Group	Segment				
	High School	University of California	California State University	California Community Colleges	Total: UC, CSU, & CCC
American Indian	0.8%	0.5%	3.8%	2.0%	2.1%
Black	8.2	4.8	7.5	10.1	9.1
Chicano/Latino	15.7	6.7	11.1	16.0	14.0
Pilipino	1.3	3.3	2.3	1.6	1.8
Total SAA	26.0	15.3	24.7	29.7	27.0

Note: Percentages are based on total numbers of students who report ethnicity; students with unknown or omitted ethnic codes, "other," and non-resident aliens are omitted.

Source: University of California (1984).

Past research on the problem of underrepresentation specifically at UC has been spotty. However, a major contribution to the analysis of the problem was made by Robert Bailey, Admissions Officer at Berkeley, who wrote Minority Admissions (1978). He reviewed higher education admissions policies within the context of the Bakke decision and concluded that "Regardless of all the changes that must be made at the lower levels of the educational system in America, the colleges and professional schools do have an obligation to admit, and perhaps even recruit, those members of minority groups who would best benefit by what they have to offer" (p.85). In order to increase the representation of minorities in higher education, he recommended (1) that early outreach programs be significantly upgraded to identify, prepare, and encourage talented minority students and should be planned and implemented by public school teachers working with university faculty, and, (2) that additional, nontraditional criteria be used for the early identification of talented minority students and for use in the college admissions process.

Recently, UC undertook a study to identify reasons why some SAA students who are admitted to UC subsequently choose not to enroll (Systemwide Office of Admissions and Outreach Services, 1983). This study found that the most common reasons for not enrolling at UC were:

- a. the impersonal manner in which applications were processed,
- b. lateness in notification from one or more of the following offices:
Admissions, Financial Aid, or Housing,
- c. inadequate financial support, and
- d. difficulty in finding acceptable housing.

More importantly, the study found out that most of the students responding to the survey enrolled at another institution for reasons other than the quality of education, and that, in general, the higher the student's grade point average, the less likely it is that he or she would enroll at UC.

UC also has tabulated data concerning the effectiveness of its outreach programs for SAA students. These programs are designed to increase the numbers of SAA students who are eligible to enroll at the University by motivating students and enhancing their level of high school academic preparation. Major findings from the most recent evaluations show that:

- a. Universitywide, 70% of Early Outreach and Academic Enrichment Program (AEP) graduates in the class of 1983 went on to a postsecondary institution;
- b. the UC eligibility rate for the outreach programs was 24% for the class of 1983, compared to a 15% statewide UC eligibility rate for all students and a 5% eligibility rate for all SAA students; and,
- c. twenty-six percent of the Early Outreach and AEP graduates of the class of 1983 enrolled in UC or the California State University (CSU) system, compared to a statewide rate of 15%. (Office of the President, Admissions and Outreach Services, 1984)

These data show that it is possible to reverse the low eligibility rates of SAA students through comprehensive outreach services. However, figures reflecting the costs of these programs are not readily available.

Other researchers, notably Astin (1982), Tracey and Sedlacek (1984), and Turner (1980), have attempted to document and explain the problems of

underrepresentation of minority students in higher education. UCI's research program (see Section G) will build on these findings.

The Planning Context

The University of California has a long-standing commitment to assuring equal access to educational opportunities for all groups represented in California's population. A major step toward the practical application of this commitment was taken in 1964 through the establishment of the University's Educational Opportunity Program (EOP). The mission of EOP was defined as follows:

...to provide access and academic support services for students with demonstrated potential who, for socioeconomic reasons, might not otherwise have pursued higher education; to increase the number of students from ethnic and economic groups underrepresented in the University; and to increase the cultural diversity of the University.

The UCI EOP program began in 1968 and developed rapidly during the next few years. The program has been guided generally by the basic goals indicated in the original University statement. These emphasized, first of all, the broadening of access. UCI was successful in increasing the number of low-income and underrepresented students. By 1972 the campus population of underrepresented students had increased to 13.5% of the undergraduate student population. By 1977 these enrollments constituted 19.4% of UCI's undergraduates.

In 1974 the California State Legislature adopted Assembly Concurrent Resolution 151 which requested the governing authorities of all three

segments of postsecondary education in California "to prepare a plan that will provide for addressing and overcoming, by 1980, ethnic, economic and sexual underrepresentation in the makeup of the student bodies of institutions of public higher education as compared to the general ethnic, economic, and sexual composition of recent California high school graduates."

In 1975 the University, in cooperation with the State Legislature, initiated the Student Affirmative Action (SAA) program. The SAA program was intended to supplement EOP, and had the aim of assuring that the number of American Indian, Black, Chicano, Latino, and Pilipino students eligible for regular admission to the University would be increased. This new attention to development, preparation, and eligibility caused a modification of EOP activities at the Irvine campus. While the previous emphasis upon informational outreach was maintained, an emphasis upon motivational and academic development was introduced. Although the goals in terms of increasing the number of enrollments of underrepresented groups continued to be given priority, it had become evident that the long-term success of EOP and SAA efforts would depend not upon the number of enrollments at a particular moment, but upon the ability of underrepresented students to graduate and to pursue careers some of which would require graduate or professional study. This suggests an evolution of the original goal from one in which basic provisions for access were necessary to one in which the particular educational mission of the University of California and the special obligations of the EOP and SAA programs can be seen as very closely overlapping.

In July, 1982, organizational shifts in the UCI administrative structure resulted in the assignment of the Educational Opportunity Program/Student Affirmative Action-Outreach Office and related SAA concerns to the Office of Academic Affairs. The purpose of this alignment was to assure a suitable relationship between the needs of underrepresented students and the academic mission of the University. The need to prepare a five-year SAA plan comes at an appropriate time to assist in and complement the reassessment of the student affirmative action effort at UCI. This reassessment, which is not yet complete, is being conducted in the belief that student affirmative action can succeed only under the following conditions:

- a. it is a campuswide effort, involving participation by both academic and administrative units and personnel;
- b. it is part of a larger campuswide effort to recruit and hire minority faculty and staff;
- c. its aims, goals, and practices are consistent with the purposes of the University and the campus;
- d. its aims and ambitions are sufficiently far-sighted to command the serious attention of the faculty;
- e. it is perceived as realistic and capable of succeeding.

C. THE ONGOING PLANNING PROCESS

Initial Planning Process: 1982-83

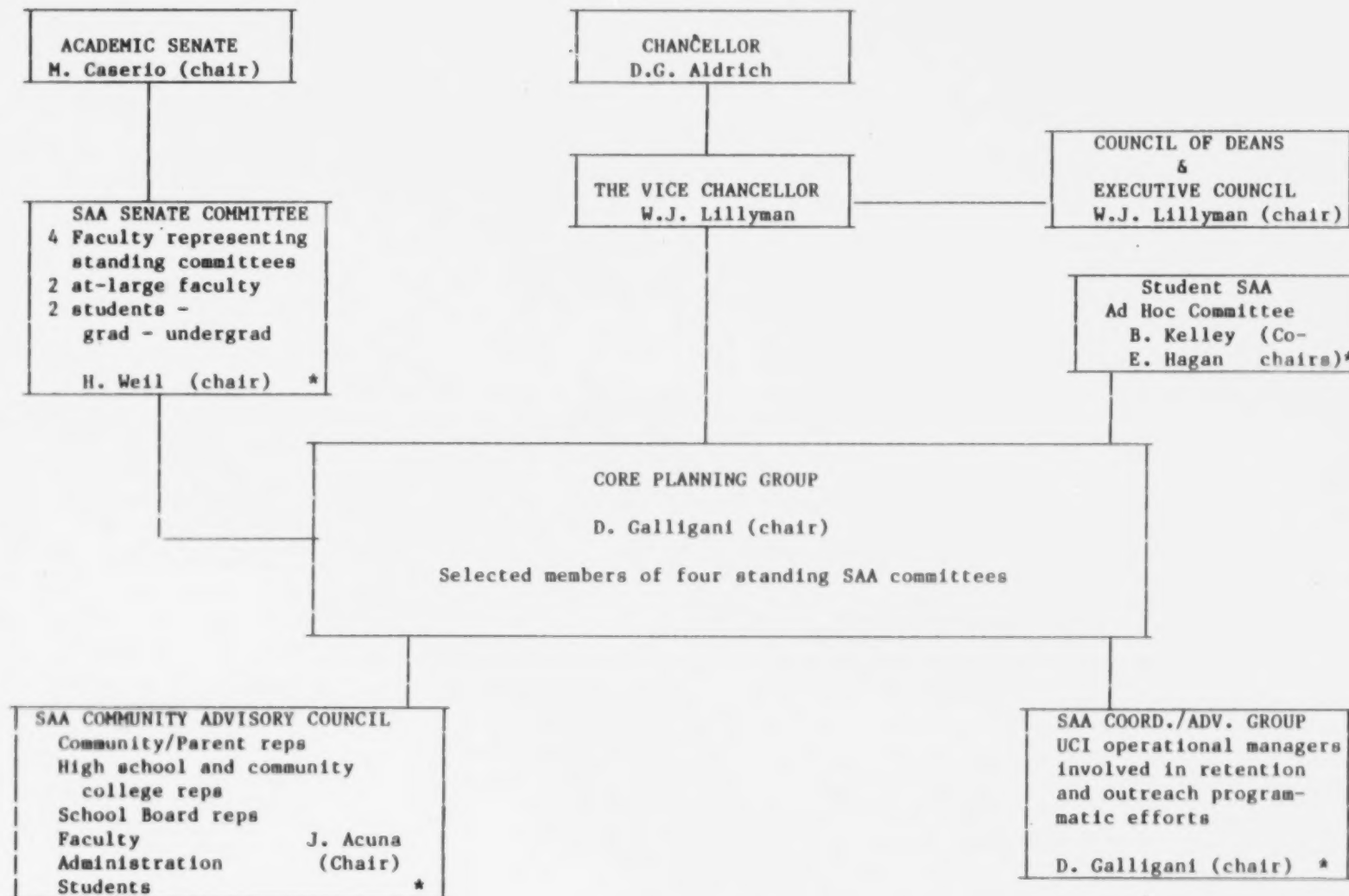
A process based on the assumptions outlined in Section B was begun in Fall 1982 with the goal of establishing student affirmative action as an institutional commitment. This process was described in full in our report entitled Student Affirmative Action Five-Year Plan/Planning Process, June 1, 1983. The first step in the planning process was to create appropriate campus and community groups to advise and reach conclusions about aspects of student affirmative action which would cross the many constituent boundaries found within the greater UCI community--the faculty, the administration, the students, and members of the surrounding community. Five committees (listed in Table 3) were established to review SAA policies and procedures. Three of these committees have developed statements of purpose which are included in Appendix 1.

The SAA Coordinating/Advisory Task Group consists of directors of administrative and academic units and is the primary communication link among units. The SAA Senate Committee is a committee of the Irvine Division of the Academic Senate and is composed of UCI faculty members who are working on their own action plan to promote faculty involvement in SAA. UCI is one of three UC campuses to have established such a Senate committee. Section F of this plan details that committee's accomplishments and future plans.

The SAA Community Advisory Council includes influential members from nearby communities, including school board members, representatives from local school districts and community colleges, and parents. Their role includes

GROUPS INVOLVED IN SAA FIVE-YEAR PLAN

PREPARATION AND IMPLEMENTATION



*Standing Committee

oversight of all EOP/SAA activities, communication with the community at large, as well as advice to campus administrators on policy issues. The Student SAA Committee consists of high-achieving SAA students nominated by the deans and directors of each academic unit. They provide the important student perspective on SAA issues and activities. The focal point of all of these committees is the Core Planning Group, a small group made up of members from the other four SAA committees. They make specific recommendations on SAA policies and procedures and serve as the key planning group.

With the exception of the Core Planning Group, all of the SAA committees are standing committees of the University. The committee structure provides the basic framework for discussion and implementation of campuswide SAA efforts.

The major accomplishment for 1982-83 was the development of a preliminary version of the SAA goals for outreach, enrollment, retention, and graduation. These preliminary goals go beyond the enrollment targets established by UC to include a wide variety of goals and objectives covering the entire spectrum from outreach through graduation. Also during 1982-83 a first attempt was made to organize the wide variety of SAA activities across the campus into the common framework based upon the SAA goals and objectives. These activities and the SAA goals and objectives are described in our report entitled Student Affirmative Action Five-Year Plan/Planning Process, June 1, 1983.

Implementing the Planning Process: 1983-84

Table 4 summarizes the SAA planning process for 1983-84. The major accomplishment for 1983-84 was an increase in the number and proportion

TABLE 4
1983-84 Schedule of Activities and Responsibilities
UCI SAA Five Year Plan

Item	Responsibility	1983					1984						
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<u>Follow-Up Activities</u>													
Disseminate SAA plan	AVC-AA												
Clarify policy/procedures	SAA Committees												
Meet with acad/admin units	AVC-AA												
<u>SAA Goals/Objectives</u>													
Review/revise goals/objs	SAA Committees												
Goals/objs approved by TVC, C	TVC, C												
Submit goals/objs to OP	C												
<u>Senate SAA Committee</u>													
Define faculty goals/objs	Senate SAA Committee												
Joint resolution passed	Senate SAA Committee												
Develop action plan	Senate SAA Committee												
<u>Responses of Units</u>													
Develop format for responses	AVC-AA												
Develop/distribute idea compendium	AVC-AA												
Meet with units	AVC-AA												
Responses due	Acad/Admin Units												
Review of responses	SAA Committees												
<u>Evaluation of SAA Plan</u>													
Develop baseline data plan	AVC-AA + SAA Committees												
Design evaluation plan	AVC-AA												
Design research plan	AVC-AA												
<u>Production of SAA Plan</u>													
Develop SAA glossary	AVC-AA + SAA Committees												
Compile unit responses	AVC-AA												
Report production	AVC-AA												
<u>Final SAA Plan</u>													
Review of plan by SAA Committees	SAA Committees												
Approval of plan by TVC, C	TVC, C												
Submit plan to OP	C												

Key to Abbreviations:

Acad/Admin Units = 11 Academic and 22 Administrative Units
AVC-AA = Assistant Vice Chancellor for Academic Affairs
C = Chancellor
OP = Office of the President
SAA Committees = Student Affirmative Action Committees (N = 5)
Senate SAA = Academic Senate Student Affirmative Action Committee (Irvine Division)
TVC = The Vice Chancellor

Milestones

- ▲ Official enrollment figures show increases for all five SAA categories, for the first time in four years.
- ▲ UCI SAA Goals and Objectives sent to the Office of the President, February 1, 1984.
- ▲ Academic Senate (Irvine Division) passed Joint Resolution on SAA, February 2, 1984.
- ▲ Units submit final SAA program plans, March 28, 1984.
- ▲ UCI SAA Five Year Plan completed, July 1, 1984.

of SAA students among new entering UCI undergraduates. Overall, there were 405 SAA students among new entering UCI undergraduates in Fall 1983, 81 more than in Fall 1982. In terms of proportions, 12.8% of new entering undergraduates at UCI in Fall 1983 were SAA students, compared to 11.7% in Fall 1982. These gains reversed a previous three-year downward trend.

While all five SAA target groups showed increases over 1982, the largest gains were made by Latinos and Chicanos--each group showed more than a 40% increase from Fall 1982. Only one other campus (Berkeley) showed increases for all SAA target groups.

During 1983-84, the preliminary SAA goals and objectives of 1982-83 were reviewed and revised in light of both the Fall 1983 SAA enrollment increases and the campus experience in working with SAA issues. In addition, several goals and objectives were either added or expanded upon to emphasize the focus on high-achieving, regularly admissible SAA students, and to promote the idea of a culturally diverse curriculum. For example, the goals and objectives were revised to include several pertaining to the number of SAA students in UCI honors programs and honorary societies. Other new goals and objectives pertain to the need to include issues of cultural diversity in the learning process. In addition, goals and objectives for community college transfer students were strengthened, based on the fact that many SAA students are enrolled in community colleges. The revised goals and objectives were sent to the Office of the President in February, 1984.

The second major planning effort for 1983-84 was the development of programmatic statements from the campus' administrative and academic units. Each unit provided an update of their 1983-84 activities, which had been stated in the 1983 UCI SAA plan. In addition, each unit developed specific, detailed plans for 1984-85 SAA activities. These programmatic responses are included in Volume II of the current plan. Summaries and highlights of the plans for 1984-85 are presented in Section E.

To assist each unit in understanding the basic terminology used in the SAA plan and the planning process, a glossary of SAA terms was developed (see Appendix 2). The definitions in the glossary are not intended to be legal definitions, but rather are elaborations and descriptions of selected terms commonly used in SAA. They were developed to facilitate communication among those who have responsibility for developing and implementing SAA activities.

Another major accomplishment for 1983-84 was the adoption of a joint resolution on student affirmative action by the Irvine Division of the Academic Senate. (See Appendix 3 for a copy of the resolution.) This resolution was proposed by the SAA Senate Committee and the Senate Affirmative Action Committee. In the joint resolution the UCI faculty declared its commitment to student affirmative action and to the fostering of the transformation of the University into a multicultural institution." Additional accomplishments of the SAA Senate Committee are described in Section F.

During 1983-84, two adhoc subcommittees of the Core Planning Group were formed to make recommendations concerning the type of data to be collected in order to assess progress on the SAA goals and objectives. One subcommittee

looked at outreach and enrollment data needs; the other looked at retention and graduation data needs. The work of these subcommittees is described further in Section G.

Future Directions: 1984-85 and Beyond

While 1984-85 marks the second year of implementation of the SAA planning process, it will be the first year of organized, institutional commitment and attention to ensure movement toward the accomplishment of the SAA goals and objectives. The primary aim of 1984-85 will be the implementation of the SAA activities, as summarized in Section E, of the 11 academic and 22 administrative units involved in the SAA planning process. Each unit has been asked to develop a plan to monitor the implementation of its proposed SAA activities and to conduct a formative evaluation of at least one of its SAA activities during 1984-85. A series of evaluation workshops will be offered to assist units in designing their evaluations. An overview of the 1984-85 SAA activities can be found in Table 5.

SAA goals and objectives will be reviewed during 1984-85 and annually thereafter, based on collected data. It is anticipated that some of the target figures may be revised upward, just as they were this year, based on initial success in enrollment of new SAA students.

The five SAA committees will continue to play a major role in the implementation of the plan during 1984-85 and succeeding years, although the configuration of some of the committees may change slightly as the SAA process evolves. The roles and functions of each committee will be reviewed annually to make the most efficient use of people and time. No

TABLE 5
1984-85 Schedule of Activities and Responsibilities
UCI SAA Five Year Plan

Item	Responsibility	1984					1985						
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
<u>Program Planning</u>													
Distribute plan	AVC-AA	→											
Acad/admin units plan for 1984-85	Acad/Admin Units	→											
Acad/admin units plan for 1985-86	Acad/Admin Units										→		
Clarify policy/procedures	SAA Committees	→											
Review objectives, based on enrollment figures	SAA Committees					→							
<u>Senate SAA Committee</u>													
Complete literature review	Senate SAA Committee			→									
Develop faculty, diversity of curricula plans	Senate SAA Committee			→									
Implement faculty, diversity of curricula plans	Senate SAA Committee					→							
<u>Program Assistance/Implementation</u>													
Work with units to enhance program efforts	AVC-AA				→								
Provide info to assist in enhancement	AVC-AA				→								
Implement 1984-85 SAA activities	Acad/Admin Units, AVC-AA			→									
<u>Evaluation</u>													
Finalize baseline data collection plan	AVC-AA	→											
Collect data for SAA-funded programs	AVC-AA, Admin Units	→											
Monitor progress toward goals/objectives	SAA Committees, AVC-AA					→							
Evaluation workshops	AVC-AA		✓			✓			✓				
Formative evaluation reports	Acad/Admin Units						✓						✓
Review overall progress of SAA activities	TVC, C										→		
<u>Research</u>													
Obtain SAA profile data	AVC-AA	→											
Review literature	AVC-AA		→										
Coordinate research activities	AVC-AA			→									
Produce research reports	AVC-AA							✓					✓
<u>Information/Communication</u>													
Hold SAA campuswide forums	AVC-AA			✓			✓		✓		✓		✓
Distribute SAA newsletter	AVC-AA				✓			✓		✓		✓	
Distribute student profile info to units	AVC-AA			→								✓	✓
<u>Resource Development</u>													
Develop plan for resource development	AVC-AA	→											
Implement plan for resource development	AVC-AA			→									

Key to Abbreviations:

Acad/Admin Units = 11 Academic and 22 Administrative Units

AVC-AA = Assistant Vice Chancellor for Academic Affairs

C = Chancellor

SAA Committees = Student Affirmative Action Committees (N = 5)

Senate SAA = Academic Senate Student Affirmative Action Committee (Irvine Division)

VC = Vice Chancellor

matter what configuration of committees is used, they have already proved to be a viable tool in making policy and procedural changes.

The comprehensive SAA research plan outlined in Section G will be launched in 1984-85. In addition, baseline data for most of the SAA goals and objectives will be collected. (See Section G for a description of this process.)

In 1984-85, a new communication and dissemination effort will be designed to increase campuswide awareness and involvement in SAA efforts. Four communication channels will be used. First, we plan to develop and circulate a periodic campus newsletter on student affirmative action which will highlight current events and activities. Second, we plan to hold a series of forums on SAA issues with selected speakers. These forums will be advertised campuswide and will draw on talent from UCI and elsewhere to discuss SAA issues. Third, we anticipate using conferences and meetings called by the Office of the President as a way of sharing information about our SAA efforts. And fourth, we will share information on our SAA efforts in the public arena through local, state, and national publications.

This plan, then, is part of an ongoing process which involves the entire campus community--faculty, students, staff, and community members--in a coordinated effort to promote SAA. We seriously hope that new and higher-level goals will emerge as we achieve our initial goals. We intend this to be a continuing process until the SAA goals and objectives are achieved, and underrepresentation no longer exists.

D. UNDERGRADUATE STUDENT AFFIRMATIVE ACTION
GOALS AND OBJECTIVES

Introduction

UCI's undergraduate SAA goals and objectives are comprehensive and include qualitative as well as quantitative goals. The numerical targets indicated in the goals and objectives are considered to be "floors," that is, the lowest level of acceptable outcomes; our efforts are aimed at exceeding the target figures.

The undergraduate SAA goals and objectives cover the spectrum from the academic preparation of elementary and secondary students through graduation from UCI. They are organized by student level: junior high school, senior high school, community college, freshmen, sophomores, juniors, and seniors. Within each level are goals dealing with successful academic performance, career development, curricular enhancement, and the social environment. Depending on the level, the goals deal variously with outreach, enrollment, retention, or graduation of SAA students.

The goals and objectives presented here are the product of almost two years of work at UCI. The 1982-83 SAA goals and objectives (described in UCI's SAA Five-Year Plan/Planning Process, June 1, 1983 were reviewed and expanded in 1983-84. A copy of these revised goals and objectives was sent to the Office of the President in February, 1984.

The undergraduate SAA goals and objectives form the basis for all campuswide SAA program plans and activities. All unit SAA activities are designed to address one or more of these goals and objectives. Progress toward the

goals and objectives will be used to assess the success of UCI's SAA efforts.

It is anticipated that the basic structure, format, and content of the goals and objectives will remain stable over the next few years, but that specific numerical targets will be reviewed annually, based on progress to date.

GOALS AND OBJECTIVES

I. JUNIOR HIGH SCHOOL OUTREACH (GRADES 7-8)

GOALS:

- A. To increase the number of underrepresented SAA students in UCI service area schools who recognize the benefits of and are motivated towards obtaining a postsecondary/university education.

OBJECTIVES:*

1. To assist UCI service area schools in increasing the number of SAA students in the 7th grade who plan to obtain a postsecondary education.
2. To assist UCI service area schools in increasing the number of SAA students in the 8th grade who plan to obtain a postsecondary education.
3. To increase the number of SAA students in UCI service area schools who enroll in a college-preparatory course of study when they enter high school.

- B. To improve the academic performance of underrepresented SAA students in UCI service area schools.

OBJECTIVES:

1. To assist students in strengthening basic English skills.
2. To assist students in strengthening basic mathematics skills.
3. To assist students in strengthening basic science skills.
4. To assist students in strengthening basic foreign language skills.
5. To assist students in strengthening basic skills in the arts.
6. To assist students in strengthening basic social studies skills.
7. To assist students in developing computer competency skills.
8. To promote curricular enhancement of basic college-preparatory English, mathematics, science, foreign language, art, social science, and computer competency programs.

*For all objectives without a supporting rationale, baseline data will be collected by Spring 1985.

9. To assist institutions in developing policies and procedures which enhance the ability of students to achieve and maintain academic success.
 10. To assist in the improvement of articulation of curricula between junior and senior high schools.
- C. To provide activities and programs designed to enhance the development of self-confidence and the formation of personal (academic and career) goals for underrepresented SAA students in UCI service area schools.

OBJECTIVES:

1. To assist schools in providing information to students regarding career and vocational training.
2. To assist schools in providing activities and programs to enhance students' goal-setting and planning skills.
3. To assist schools in providing activities and programs to enhance students' communication skills.
4. To assist schools in providing activities and programs to enhance students' values clarification skills.

GOALS AND OBJECTIVES

II. SENIOR HIGH SCHOOL OUTREACH (FRESHMAN - SENIOR)

GOALS:

- A. To increase the number of underrepresented SAA students in UCI service area schools who recognize the benefits of and are motivated towards obtaining a postsecondary/university education.

OBJECTIVES:

1. To increase to 433 by 1988, the number of freshman underrepresented SAA students in UCI service area schools who enroll and are retained in college-preparatory courses of study.
2. To increase to 417 by 1988, the number of sophomore underrepresented SAA students in UCI service area schools who enroll and are retained in college-preparatory courses of study.
3. To increase to 390 by 1988, the number of junior underrepresented SAA students in UCI service area schools who enroll and are retained in college-preparatory courses of study.
4. To increase to 380 by 1988, the number of senior underrepresented SAA students in UCI service area schools who enroll and are retained in college-preparatory courses of study.

RATIONALE:

Numbers are based on the UCI take rate (8%) multiplied by the number of underrepresented SAA students in UCI service area high schools.*

- B. To improve the academic performance of underrepresented SAA students in UCI service area schools.

OBJECTIVES:

1. To assist students in the achievement of academic skills in English, mathematics, science, foreign languages, art, social science and computer science.
2. To assist institutions in developing policies and procedures which enhance the ability of students to achieve and maintain academic success.
3. To increase the number of SAA students in targeted schools who have sufficient mastery of subject matter to succeed in entry-level University course work in English, mathematics, science, foreign languages, art, social science, and computer science programs.

*These numbers will be revised upon release of results from CPEC eligibility study.

- C. To increase the number of underrepresented SAA high school graduates from UCI service area schools who are regularly admissible to the University of California.

OBJECTIVES:

1. To work with schools in strengthening college-preparatory English programs.
2. To work with schools in strengthening college-preparatory mathematics programs.
3. To work with schools in strengthening college-preparatory science programs.
4. To work with schools in strengthening college-preparatory foreign language programs.
5. To work with schools in strengthening college-preparatory arts programs.
6. To work with schools in strengthening college-preparatory social science programs.
7. To work with schools in strengthening college-preparatory computer competency programs.
8. To work with schools in developing policies and procedures which enhance the ability of students to achieve and maintain academic success.
9. To work with schools in preparing students to take college entrance examinations.

- D. To increase the number of underrepresented SAA students who apply to and enroll in the University of California and other institutions of higher education.

OBJECTIVES:

1. To increase to 39.7% by 1988 the percentage of underrepresented SAA students in selected schools and identified programs who enroll in community colleges.

RATIONALE:

In 1982 the percentage of underrepresented SAA students enrolled in California community colleges was 30.4%, approximately 66.7% more than that of UC (11.2%). The need for continued development of transfer enrollment pools from community colleges requires 66.7% more than the 1988 goal for UC (14.0%). (Formula = $30.4\% + 66.7\% \times 14.0\% = 39.7\%$)

2. To increase to 28.9% by 1988 the percentage of underrepresented SAA students in UCI service area schools who enroll in four-year institutions of higher education.

RATIONALE:

In 1982 the percentage of SAA students in 4-year institutions of higher education was 21.9%, approximately 50% greater than that of UC (11.2%). The need for continued development of the pool of students who enroll in four-year institutions of higher education requires 50% more than the 1988 goal for UC (14.0%).
(Formula = $21.9\% + 50\% \times 14.0\% = 28.9\%$)

3. To increase to 14.0% by 1988 the percentage of underrepresented SAA students in UCI service area schools who enroll in the University of California.

RATIONALE:

The Fall 1982 enrollment percentage of underrepresented SAA students in UC was 11.2%. Based on an anticipated 25% increase in the percentage of SAA students, the 1988 goal is 14.0%.

	UC Fall 1982	UC Goal Fall 1988*
Amer. Indian	0.4%	0.5%
Black	4.8%	6.0%
Hispanic	6.0%	7.5%
[Latino + Chicano]	<u>11.2%</u>	<u>14.0%</u>

- 4.a. To enroll a minimum of 17 new entering American Indian domestic students in Fall 1985 and a minimum of 21 in Fall 1988 at UCI.
- b. To enroll a minimum of 118 new entering Black domestic students in Fall 1985 and a minimum of 141 in Fall 1988 at UCI.
- c. To enroll a minimum of 100 new entering Latino domestic students in Fall 1985 and a minimum of 120 in Fall 1988 at UCI.
- d. To enroll a minimum of 181 new entering Chicano domestic students in Fall 1985 and a minimum of 217 in Fall 1988 at UCI.

RATIONALE:

Students who have been underrepresented in higher education will continue to constitute an increasing part of the potential pool to be served by the University of California. The Office of the President has recommended the following projections for UCI enrollments. The increased enrollment targets established by UCI anticipate a 25% increase for Fall 1985 and a 50% increase for Fall 1988, over the actual enrollment figures for Fall 1983.

* 25% increase over Fall 1982.

Numerical Goals for UCI New Undergraduates

	Goals Set By The Office Of The President		Goals Set By UCI	
	<u>Fall 85</u>	<u>Fall 88</u>	<u>Fall 85*</u>	<u>Fall 88**</u>
Am. Indian	13	13	17	21
Black	96	111	118	141
Chicano	153	228	181	228
Latino	62	71	100	120

5. To increase to 17.7% by 1988 the overall representation of targeted SAA students at UCI, keeping constant the existing ratio between regular eligible new students and admission by special action of the Chancellor.

RATIONALE:

The Fall 1983 percentage of SAA students at UCI was 12.5%. It is anticipated that programs in progress and those projected will accommodate a 50% increase by 1988. Although Pilipinos reached parity at UCI in 1982-83, services will be offered to ensure maintenance.

UCI Undergraduates

	<u>Actual Fall 83</u>	<u>Goal Fall 85*</u>	<u>Goal Fall 88**</u>
Amer. Indian	0.5%	0.6%	0.7%
Black	3.1%	3.9%	4.7%
Latino	2.1%	2.6%	3.2%
Chicano	4.6%	5.8%	6.9%
Pilipino	<u>2.2%</u>	<u>2.2%</u>	<u>2.2%</u>
	12.5%	15.1%	17.7%

*25% increase over Fall 1983.
**50% increase over Fall 1983.

GOALS AND OBJECTIVES

III. CALIFORNIA COMMUNITY COLLEGES - OUTREACH

GOALS:

- A. To increase the number of underrepresented SAA students from selected community colleges who apply to and enroll in UCI.

OBJECTIVE:

To increase the number of academically qualified underrepresented SAA students from selected community colleges who transfer to UCI.

- B. To increase the number of underrepresented SAA students in UCI feeder community colleges who recognize the benefits of and are motivated toward obtaining a baccalaureate degree.

OBJECTIVES:

1. To assist selected community colleges in increasing the number of SAA students who receive orientation regarding transfer opportunities and procedures.
2. To assist selected community colleges in increasing the number of SAA underrepresented students who plan to transfer to a four-year institution of higher education.

- C. To increase the number of underrepresented SAA students who are academically qualified to transfer to UCI.

OBJECTIVES:

1. To work with selected community colleges to disseminate information specific to UC/UCI transfer requirements.
2. To work with selected community colleges in strengthening transfer-preparatory programs in English and mathematics.
3. To work with community college honors programs to identify and serve high-achieving SAA prospective transfer students.

- D. To increase the number of underrepresented SAA students in selected UCI feeder community colleges who enroll in transfer-level courses.

OBJECTIVES:

1. To increase the number of SAA community college students who enroll in transfer-level English courses.
2. To increase the number of SAA community college students who enroll in transfer-level courses in mathematics or courses in mathematics with basic algebra as a prerequisite.

3. To increase the number of SAA community college students who enroll in a laboratory science or foreign language.

E. To continue to enhance intersegmental cooperative efforts aimed at strengthening the transfer function at selected community colleges.

OBJECTIVES:

1. To increase the number of intersegmental meetings with appropriate personnel from selected California community college and university campuses.
2. To increase the number of administrators, faculty, counselors, and support service personnel from selected community colleges and universities who attend joint meetings both at the University and on the community college campuses and who are involved in joint projects.

GOALS AND OBJECTIVES

IV. UCI FRESHMEN

GOALS:

- A. To increase underrepresented SAA students' academic success.

OBJECTIVES:

1. To increase the overall grade point average (GPA) of freshman SAA students by 0.35 grade point by 1988.

RATIONALE:

The 1982 average cumulative GPA of UCI SAA freshmen is 2.30; average cumulative GPA for all UCI freshmen is 2.65.*

2. To increase the number of SAA freshman who participate in UCI honors programs.

- B. To develop and enhance underrepresented SAA students' sense of academic responsibility.

OBJECTIVE:

To increase to 70% by 1985 SAA students' utilization of academic support services.

RATIONALE:

The current utilization rate for all UCI students, including SAA students, is approximately 50%.**

- C. To retain underrepresented SAA freshmen as academically eligible to the sophomore year.

OBJECTIVE:

To increase to 70% by 1985 and to 75% by 1988 the number of SAA freshmen who are retained to the sophomore year.

RATIONALE:

The current average rate of retention for UCI SAA freshmen is approximately 65%. The retention rate for all UCI freshmen is 74%.***

*UCI Student Information System, final week of Spring 1982.

**Reported by UCI Director of Special Services.

***UCI Progression Report, Fall 1982 to Fall 1983.

- D. To enhance the social adjustment of underrepresented SAA students to the University.

OBJECTIVES:

1. To increase the positive attitude of SAA students towards the University social environment.
 2. To increase the opportunities for SAA students to participate in the University's social environment.
 3. To increase the availability of culturally diverse activities which will enhance the social adjustment of SAA students.
- E. To include issues of cultural diversity in the learning process.*
- F. To increase SAA student enrollment and retention in academic units where an underrepresentation exists.**

*Specific objectives are being developed by the Irvine Division's Student Affirmative Action Committee.

**Specific objectives are to be determined by each academic unit.

GOALS AND OBJECTIVES

V. UCI SOPHOMORES

GOALS:

- A. To increase underrepresented SAA students' academic success.

OBJECTIVES:

1. To increase the overall GPA of sophomore SAA students by 0.29 grade point by 1988.

RATIONALE:

The 1982 average cumulative GPA of UCI SAA sophomores is 2.48; average cumulative GPA for all UCI sophomores is 2.77.*

2. To increase the number of SAA sophomores who participate in UCI honors programs.

- B. To develop and enhance underrepresented SAA students' sense of academic responsibility.

OBJECTIVE:

To increase to 70% by 1985 SAA students' utilization of academic support services.

RATIONALE:

The current utilization rate for all UCI students, including SAA students, is approximately 50%.**

- C. To retain underrepresented SAA sophomores as academically eligible to the junior year.

OBJECTIVE:

To increase by 5% by 1988 the number of SAA sophomores who are retained to the junior year.

RATIONALE:

The current average rate of retention for UCI SAA sophomores is approximately the same as for all UCI sophomores. The retention rate for all UCI sophomores is 76%.***

*UCI Student Information System, final week of Spring 1982.

**Reported by UCI Director of Special Services.

***UCI Progression Report, Fall 1982 to Fall 1983.

- D. To enhance the social adjustment of underrepresented SAA students to the University.

OBJECTIVES:

1. To increase the positive attitude of SAA students toward the University social environment.
 2. To increase the opportunities for SAA students to participate in the University's social environment.
 3. To increase the availability of culturally diverse activities which will enhance the social adjustment of SAA students.
- E. To assist underrepresented SAA students in understanding the relationship between the undergraduate curriculum and future educational and career alternatives.

OBJECTIVES:

1. To increase SAA students' utilization of student support services.
 2. To assist all SAA students in choosing an undergraduate major.
 3. To provide information to all SAA students on the relationship between an undergraduate major and career choices.
- F. To include issues of cultural diversity in the learning process.*
- G. To increase SAA student enrollment and retention in academic units where an underrepresentation exists.**

*Specific objectives are being developed by the Irvine Division's Student Affirmative Action Committee.

**Specific objectives are to be determined by each academic unit.

GOALS AND OBJECTIVES

VI. COMMUNITY COLLEGE TRANSFER STUDENTS

GOALS:

- A. To increase underrepresented SAA transfer students' academic success.

OBJECTIVES:

1. To increase the overall GPA of SAA community college transfer students after one year at the University.
 2. To increase the number of SAA transfer students who participate in UCI honors programs.
- B. To develop and enhance underrepresented SAA students' sense of academic responsibility.

OBJECTIVE:

To increase SAA transfer students' utilization of academic support services.

- C. To retain underrepresented SAA transfer students as academically eligible to the next year.

OBJECTIVE:

To increase the number of SAA transfer students retained to the next academic year.

- D. To enhance the social adjustment of underrepresented SAA transfer students to the University.

OBJECTIVES:

1. To increase the positive attitude of SAA transfer students towards the University's social environment.
2. To increase the opportunities for SAA transfer students to participate in the University's social environment.
3. To increase the availability of culturally diverse activities which will enhance the social adjustment of SAA transfer students.

- E. To assist underrepresented SAA transfer students in understanding the relationship between an undergraduate course of study and future educational and career alternatives.

OBJECTIVES:

1. To assist all SAA transfer students in choosing an undergraduate major.
 2. To increase the number of SAA transfer students who utilize services of the Career Planning and Placement Center.
 3. To assist all SAA transfer students in developing a career plan.
- F. To include issues of cultural diversity in the learning process.*
- G. To increase SAA student enrollment and retention in academic units where an underrepresentation exists.**

*Specific objectives are being developed by UCI's Academic Senate Division's Student Affirmative Action Committee.

**Specific objectives are to be determined by each academic unit.

GOALS AND OBJECTIVES

VII. UCI JUNIORS

GOALS:

- A. To increase underrepresented SAA students' academic success.

OBJECTIVES:

1. To increase the overall GPA of junior SAA students by 0.31 grade point by 1988.

RATIONALE:

The 1982 cumulative GPA of UCI SAA juniors is 2.57; average cumulative GPA for all UCI juniors is 2.88.*

2. To increase the number of SAA juniors who participate in UCI honors programs.

- B. To develop and enhance underrepresented SAA students sense of academic responsibility.

OBJECTIVE:

To increase to 70% by 1985 SAA students' utilization of academic support services.

RATIONALE:

The current utilization rate for all UCI students, including SAA students, is approximately 50%.**

- C. To retain underrepresented SAA students as academically eligible to the senior year.

OBJECTIVE:

To increase to 65% by 1985 and to 70% by 1988 the number of SAA juniors who are retained to the senior year.

RATIONALE:

The current average rate of retention for UCI SAA juniors is approximately 60%. The retention rate for all UCI juniors is 70%.***

*UCI Student Information System, final week of Spring 1982.

**Reported by UCI Director of Special Services.

***UCI Progression Report, Fall 1982 to Fall 1983.

- D. To enhance the social adjustment of underrepresented SAA students to the University.

OBJECTIVES:

1. To increase the positive attitude of SAA students toward the University's social environment.
 2. To increase the opportunities for SAA students to participate in the University's social environment.
 3. To increase the availability of culturally diverse activities which will enhance the social adjustment of SAA students.
- E. To assist underrepresented SAA students in understanding the relationship between an undergraduate course of study and future educational and career options.

OBJECTIVES:

1. To increase the number of SAA students who utilize the services of the UCI Career Planning and Placement Center.
 2. To have all SAA students develop specific career and graduate school plans.
- F. To include issues of cultural diversity in the learning process.*
- G. To increase SAA student enrollment and retention in academic units where an underrepresentation exists.**

*Specific objectives are being developed by the Irvine Division's Student Affirmative Action Committee.

**Specific objectives are to be determined by each academic unit.

GOALS AND OBJECTIVES

VIII. UCI SENIORS

GOALS:

- A. To graduate underrepresented SAA students from UCI.

OBJECTIVES:

1. To increase the number of SAA students who graduate from UCI.
2. To increase the number of SAA students who graduate with honors/distinction from UCI.

- B. To increase underrepresented SAA students' academic success.

OBJECTIVES:

1. To increase the overall GPA of senior SAA students by 0.25 grade point by 1988.

RATIONALE:

The 1982 average cumulative GPA of UCI SAA seniors is 2.80; average cumulative GPA for all UCI seniors is 3.05.*

2. To increase the number of SAA seniors who participate in UCI honors programs.

- C. To develop and enhance underrepresented SAA students' sense of academic responsibility.

OBJECTIVE:

1. To increase to 70% by 1985 SAA students' utilization of academic support services.

RATIONALE:

The current utilization rate for all UCI students, including SAA students, is approximately 50%.**

*UCI Student Information System, final week of Spring 1982.

**Reported by UCI Director of Special Services.

- D. To enhance the social adjustment of SAA underrepresented students to the University.

OBJECTIVES:

1. To increase the positive attitude of SAA students toward the University's social environment.
2. To increase the opportunities for SAA students to participate in the University's social environment.
3. To increase the availability of culturally diverse activities which will enhance the social adjustment of SAA students.

- E. To assist underrepresented SAA students to develop specific educational and career goals and to formulate plans for reaching those goals.

OBJECTIVES:

1. To increase the number of SAA students who utilize the services of the UCI Career Planning and Placement Center to obtain information on graduate and professional schools.
2. To increase the number of SAA students who utilize the services of the UCI Career Planning and Placement Center to obtain a job in their preferred career area.

- F. To assist underrepresented SAA students in gaining admission to graduate and professional schools.

OBJECTIVE:

To increase the number of UCI SAA graduates who gain admission to graduate and professional schools.

- G. To include issues of cultural diversity in the learning process.*
- H. To increase SAA student enrollment and retention in academic units where an underrepresentation exists.**

*Specific objectives are being developed by the Irvine Division's Student Affirmative Action Committee.

**Specific objectives are to be determined by each academic unit.

E. SUMMARY OF STUDENT AFFIRMATIVE ACTION PROGRAMS AND ACTIVITIES

Introduction

This section presents a variety of summaries of the 1984-85 SAA planned activities as submitted by 22 administrative and 11 academic units in response to the revised set of goals and objectives (see Section D) which are to be implemented during the 1984-85 academic year. In many cases, these activities are not new, but are continuations of on-going programs. In other cases, these are new initiatives or modifications of on-going programs.

The descriptions included here are summarized from longer, more detailed plans which are presented in Volume II of this plan. In this section, we have attempted to capture the richness of those plans in summary form without overburdening the reader with too much detail.

It must be emphasized that most of these units are developing SAA activities through reallocation of their own resources. Only five of the units receive State SAA funds: Career Planning and Placement Center, EOP/SAA-Outreach Office, Learning Skills Center, Special Services Program, and Tutorial Assistance Program. These offices were initially funded when State SAA funding began in 1976. All other units are attempting to meet the needs of SAA students within their own budgets. This is a visible and clear sign of the commitment of individual units to the SAA effort. Since these budgets are severely strained by competing demands, several units have developed strategies to obtain external funding (from, e.g., corporations and foundations) to support SAA activities.

Three sets of summary tables are presented here. First, there are four tables which provide a broad overview of all 1984-85 SAA activities. Second, there are two tables which sort the summary information by SAA goal. And third, there are three tables sorting SAA activities by type of activity. The sections below describe the contents of these tables.

Overview of SAA Activities

Tables 6, 7, 8a-d, and 9 present an overview of the 313 SAA activities which will be implemented in 1984-85 by 11 academic and 22 administrative units at UCI. Table 6 sorts each of these 33 units into unit types: Academic (11), Academic Retention (6), Outreach (5), and Student Life (11). The target group for each unit's SAA activities is also listed in Table 6. The target groups vary from "teachers in target schools" to SAA UCI students in particular units. Table 6 also indicates the number of SAA activities to be implemented by each unit and how many of these are currently ongoing (as of Spring 1984) and how many are planned to be initiated in Fall 1984. Of the 313 SAA activities, 255 (81%) are currently ongoing and 58 (19%) are being planned. Table 1 shows the activities by unit, which are comprehensive programs, involving a large number of students over a long period of time, or smaller-scale activities, events or projects. Of the 313 total number of activities, 183 (58%) are comprehensive programs and 130 (42%) are classified as activities/events/projects.

Tables 8a, 8b, 8c and 8d contain narrative highlights of SAA programs/activities by type of unit: Table 8a lists highlights of academic units, Table 8b of academic retention units, Table 8c of outreach units, and Table 8d of student life units. These highlights were gleaned from the complete unit

plans (see Volume II) and represent exceptional or unique SAA activities. Each exceptional activity is further identified by its home unit.

Table 9 is an alphabetical listing of all units with summary information for each: total number of 1984-85 SAA activities and how many of these are ongoing or planned, general orientation or focus of the unit's SAA activities (e.g., outreach, enrollment, retention, or graduation), the SAA target group, and two examples of SAA programs or activities. The examples listed in Table 9 are typical, rather than exemplary (see Table 8 for exemplary programs/activities). Each example activity is followed in parentheses by its associated SAA goals (in Roman numerals) and by whether or not it is ongoing (O) or planned (P).

Summaries Sorted by SAA Goals

Tables 10 and 11 contain summary information sorted by SAA goal (see Section D for a complete listing of SAA goals). Table 10 lists each of the SAA goals and then identifies which units have at least one 1984-85 SAA program or activity directly addressing that goal. Table 11 lists all of the example activities from Table 9 and sorts them by the SAA goal it addresses. All ongoing activities are listed first, followed by all planned activities.

Summaries by Type of SAA Activity

Each of 313 SAA programs and activities were further sorted by category and type of activity. Six different categories were identified: administration and management (69), enrollment (32), graduation/careers/professional development (30), outreach to prospective UCI students (called Outreach A, 81), outreach to current UCI students (called Outreach B, 12), and

retention (89). The totals for each of these categories (in parentheses, above) were taken from Table 12 which lists each unit by the four unit types (academic, academic retention, outreach, student life) and the number of unit SAA activities in each of the six categories listed above. According to the totals presented in Table 12, the category with the most SAA activities is retention, followed closely by outreach to prospective UCI students.

Table 13 sums the various SAA activities across unit and further divides each of the six major categories into smaller groupings called activity types. For example, the 69 administration/management activities were further divided into 8 types, the most frequent of these were research and evaluation activities (17). The enrollment category was divided into 3 types, with orientation activities the most frequent type. The graduation/careers/professional development activities were almost equally divided between career development (14) and graduate/professional school admissions assistance(16). Outreach A (to prospective UCI students) activities fell into six different types; most of these (49 of 81) could be classified as recruitment/information/motivation activities. Outreach B (to current UCI students) activities were best described by a single category; these activities are aimed at current SAA UCI student to encourage them to use certain available services or to enroll in certain academic programs.

The largest category--retention--was further divided into 10 types of activities. Almost half of the 89 retention activities were classified into three types--academic counseling/advising (15), social environment/

clubs/organizations (15), and academic course support/tutoring (14).

Table 14 lists each unit in alphabetcial order with the number of its SAA activities sorted by activity type (see Table 13 for a complete listing of all activity types). This table provides a quick overview of the wide variety of SAA programs and activities to be conducted by each unit in 1984-85.

Table 6

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES

NUMBER OF ACTIVITIES BY UNIT

UNIT TYPE	UNIT NAME	TARGET STUDENTS	NUMBER ONGOING	NUMBER PLANNED	TOTAL ACTIVITIES
Academic	Biological Sciences	SAA Bio Sci students	26	2	28
	Engineering	SAA Engineering students	4	10	14
	Fine Arts	SAA Fine Arts students	9	0	9
	Humanities	SAA Humanities students	12	0	12
	Info/Computer Sciences	SAA ICS students	3	0	3
	Physical Education	SAA students in PE/REC classes	1	2	3
	Physical Sciences	SAA Physical Sciences students	7	3	10
	Social Ecology	SAA Soc Ecol/SAA SR HS & CC	3	3	6
	Social Sciences	SAA Social Sciences students	2	1	3
	Teacher Education	SAA Teacher Educ students	13	0	13
	Undergraduate Studies	SAA unaffiliated students	2	5	7
Academic Retention	Academic Counselors	SAA applicants/SAA UCI stds	3	1	4
	Grad Studies/Research	SAA UCI/Other Seniors	6	0	6
	Learning Skills Center	SAA UCI students	16	0	16
	Prog Acad Support Services	SAA UCI students	4	3	7
	Special Services	SAA UCI students	14	0	14
	Tutorial Assistance Prog	SAA UCI students	8	0	8
Outreach	Admissions	SAA applicants	5	1	6
	Alumni Affairs	SAA applicants	3	0	3
	EDP/SAA: Central Office	SAA JR/SR HS and CC	4	3	7
	EDP/SAA: Early Outreach	SAA JR/SR HS	8	4	12
	EDP/SAA: Immediate Outreach	SAA SR HS and CC	7	4	11
	Project Radius	Teachers in target schools	5	0	5
	Relations w Schools/Colleges	SAA JR/SR HS and CC	13	9	22
Student Life	Career Plan/Place Cntr	SAA UCI students	9	1	10
	Counseling Center	SAA UCI students	8	2	10
	Cross-Cultural Center	SAA UCI students	10	0	10
	Disabled Student Services	SAA disabled students	4	0	4
	Financial Aid	SAA applicants/SAA UCI stds	10	2	12
	Housing/Food Services	SAA applicants/SAA UCI stds	16	0	16
	International Services	SAA international students	1	0	1
	Student Activities	SAA UCI students	4	0	4
	Student Support Services	SAA UCI students	5	0	5
	University Center	SAA UCI students	5	2	7
	Women's Resource Center	SAA UCI students	5	0	5
TOTAL			255	58	313

Table 7

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES
NUMBER OF ACTIVITIES BY SCOPE
COMPREHENSIVE PROGRAMS VS. ACTIVITIES/PROJECTS/EVENTS

UNIT TYPE	UNIT NAME	COMP PROGRAMS	ACT/EVENTS/PROJS	TOTAL
ACADEMIC	BIOLOGICAL SCIENCES	5	23	28
	ENGINEERING	7	7	14
	FINE ARTS	4	5	9
	HUMANITIES	7	5	12
	INFO/COMPUTER SCIENCES	3	0	3
	PHYSICAL EDUCATION	1	2	3
	PHYSICAL SCIENCES	9	1	10
	SOCIAL ECOLOGY	5	1	6
	SOCIAL SCIENCES	3	0	3
	TEACHER EDUCATION	5	8	13
	UNDERGRADUATE STUDIES	5	2	7
ACADEMIC RETENTION	ACADEMIC COUNSELORS	2	2	4
	GRAD STUDIES/RESEARCH	2	4	6
	LEARNING SKILLS CENTER	13	3	16
	PROG ACAD SUPPORT SERVICES	6	1	7
	SPECIAL SERVICES	14	0	14
	TUTORIAL ASSISTANCE PROGRAM	5	3	8
OUTREACH	ADMISSIONS	4	2	6
	ALUMNI AFFAIRS	3	0	3
	EDP/SAA:CENTRAL OFFICE	3	4	7
	EDP/SAA:EARLY OUTREACH	10	2	12
	EDP/SAA:IMMEDIATE OUTREACH	5	6	11
	PROJECT RADIUS	3	2	5
	RELATIONS W SCHOOLS/COLLEGES	8	14	22
STUDENT LIFE	CAREER PLANNING/PLACEMENT CNTR	7	3	10
	COUNSELING CENTER	7	3	10
	CROSS-CULTURAL CENTER	5	5	10
	DISABLED STUDENT SERVICES	4	0	4
	FINANCIAL AID	2	10	12
	HOUSING/FOOD SERVICES	9	7	16
	INTERNATIONAL SERVICES	0	1	1
	STUDENT ACTIVITIES	4	0	4
	STUDENT SUPPORT SERVICES	5	0	5
	UNIVERSITY CENTER	4	3	7
	WOMEN'S RESOURCE CENTER	4	1	5
TOTAL		183	130	313

Table 8a

HIGHLIGHTS OF SAA PROGRAMS/ACTIVITIES

ACADEMIC UNITS

- Assistance to SAA students interested in applying to graduate/professional schools (School of Biological Sciences)
- Career fair (School of Engineering, Department of Information and Computer Science)
- Comprehensive program to identify and attract highly qualified, prospective SAA applicants (School of Social Sciences)
- Culturally diverse field experiences (Program in Social Ecology, Teacher Education)
- ECSEL (Engineering and Computer Science Educational Laboratory) - comprehensive academic/social/career development program (School of Engineering, Department of Information and Computer Science)
- Engineering honor societies to provide tutoring for SAA students (School of Engineering)
- "Expanding Your Horizons - Women in Science and Mathematics"/Outreach Conference (School of Biological Sciences)
- Free tickets to events for SAA students (School of Fine Arts)
- "Get acquainted" and "exit" interviews (School of Fine Arts, School of Humanities)
- Grant program for ethnic studies and development of culturally diverse curricula (Undergraduate Studies)
- Minority Peer Advisor (School of Biological Sciences, Program in Social Ecology)
- Performances on outreach visits (School of Fine Arts)
- Programs of outreach to unaffiliated UCI SAA students (School of Engineering)
- Resume writing workshop (School of Engineering)
- SAA alumni involvement (School of Humanities)
- Special courses to meet academic needs of SAA students (School of Physical Sciences)
- Special recognition of academic excellence of SAA students (School of Fine Arts, School of Humanities)
- Student-to-student mentor program (Program in Social Ecology)
- Summer Skills Workshop for continuing SAA sophomores (School of Social Sciences)

- Tutoring SAA junior and senior high school students (Teacher Education)
- UCI Summer Science and Mathematics Institutes to improve K-12 teacher preparation (School of Biological Sciences, School of Physical Sciences)
- Volunteer program at UCI - Community Clinic of Orange County (School of Biological Sciences)

Table 8b

HIGHLIGHTS OF SAA PROGRAMS/ACTIVITIES

ACADEMIC RETENTION UNITS

- Assist SAA students in applying to graduate/professional school (Division of Graduate Studies and Research, Learning Skills Center, Special Services, Tutorial Assistance Program)
- Comprehensive program to recruit highly qualified prospective SAA applicants (Academic Counselors)
- Comprehensive tutorial assistance programs/academic course support (Tutorial Assistance Program)
- "Counseling the Culturally Different Student" (Academic Counselors)
- Freshmen Skills Assessment Program (Program of Academic Support Services, Special Services)
- Information on services through clubs/organizations and publications for SAA students (Learning Skills Center, Special Services, Tutorial Assistance Program)
- Intensive academic monitoring/counseling of SAA students (Academic Counselors, Special Services, Tutorial Assistance Program)
- Learning skills workshops on reading, writing, and how to study (Learning Skills Center)
- Math anxiety reduction workshops (Learning Skills Center)
- Preparatory Skills Instruction Program (Program of Academic Support Services)
- PASS Minority Scholars Program (Program of Academic Support Services)
- PASS Tracking and Student Research System (Program of Academic Support Services)
- Science and Engineering Student Assessment Project: A Longitudinal Case Study Approach to Assess the Academic Experiences of Undergraduates in Science and Engineering (Tutorial Assistance Program)
- Workshops for honors courses (Program of Academic Support Services, Learning Skills Center)
- Workshops in lab report/technical writing (Learning Skills Center)
- Workshops to prepare for graduate school/professional licensure tests (Learning Skills Center, Special Services)

Table 8c

HIGHLIGHTS OF SAA PROGRAMS/ACTIVITIES

OUTREACH UNITS

- Administration of the Special Action Admissions Program (Admissions, EOP/SAA, Office of Relations with Schools and Colleges)
- "Admissions in the Field" Project (Admissions, EOP/SAA)
- American Indian Recruitment Program (Office of Relations with Schools and Colleges, EOP/SAA)
- "Answers for Transfers" program (Office of Relations with Schools and Colleges)
- "Ask-An-Alum" Program (Alumni Affairs)
- Development of special publications for prospective SAA applicants (EOP/SAA, Office of Relations with Schools and Colleges)
- Direct assistance with UC applications/admissions counseling (Admissions, EOP/SAA, Office of Relations with Schools and Colleges)
- Entering characteristics of SAA students shared with academic units (Admissions)
- External funding/grants for SAA programs (EOP/SAA, Project Radius)
- Honors scholarships (Alumni Affairs)
- Joint ventures with external agencies such as College Board and ACT (Office of Relations with Schools and Colleges, EOP/SAA, Admissions)
- Leadership conferences/forums for teachers and administrators (EOP/SAA, Project Radius)
- Parents component of Early Outreach Partnership Program (EOP/SAA)
- Peer Counseling and Academic Training Symposium (EOP/SAA)
- Re-entry Program for returning students (Office of Relations with Schools and Colleges)
- Research on selection criteria and factors related to student success in college (Admissions)
- SAA scholarships for Pegasus, a program for high-achieving high school students (Office of Relations with Schools and Colleges)
- Saturday College for junior high school students (EOP/SAA)

- Special assemblies for 8th graders/parents on 1986 UC admissions requirements (Office of Relations with Schools and Colleges)
- Student/Teacher Education Project (EOP/SAA)
- UCI Science and Mathematics Mentor Teacher Project (Project Radius)
- UCI Writing Project for high school teachers (Project Radius)

Table 8d

HIGHLIGHTS OF SAA PROGRAMS/ACTIVITIES

STUDENT LIFE UNITS

- "Admissions in the Field" Program (Financial Aid)
- Black Awards Banquet (Cross-Cultural Center)
- Black Women's Support Group (Women's Resource Center)
- Brown bag lecture series (Cross-Cultural Center)
- Chicano/Latino Graduation (Cross-Cultural Center)
- Cinco de Mayo/Asian Week/Black History Month (Cross-Cultural Center, Student Activities, University Center)
- Counseling for disability management in a college environment (Disabled Student Services)
- Cultural Awareness Workshops for faculty/administrators/staff (Counseling Center)
- Culturally diverse music for the Sound Connection (University Center)
- Festive ethnic dinners in residence halls (Housing)
- Individualized academic support services for disabled (Disabled Student Services)
- Job Search/Resume/Interview Techniques Workshops (Career Planning)
- Leadership Class (Cross-Cultural Center)
- Mentorship Program (Career Planning and Placement Center)
- Minority Peer Counseling Program (Counseling Center)
- Minority Student Day-On-The-Job Program (Career Planning and Placement Center)
- New Student Services Information Booth (Student Support Services)
- Priority housing program for EOP/SAA students (Housing)
- Provide office/work space for SAA clubs/organizations (Student Activities, University Center, Women's Resource Center)
- Reading Group on Institutionalized Racism (Women's Resource Center)
- Residential courses/workshops/counseling in learning to live with people of different cultural/ethnic backgrounds (Housing)

- Student/Parent Orientation Program/Uni-Prep (Student Support Services)
- Success Guidance Workshop (Cross-Cultural Center)
- Videotape "How to apply" and financial aid general information (Financial Aid)

Table 9

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT
SUMMARY OF INFORMATION PER UNIT

UNIT NAME

Academic Counselors	NO. OF ACTIVITIES: Total = 04, Ongoing = 03, Planned = 01 GENERAL ORIENTATION: Enrollment, Retention SAA TARGET GROUP: SAA applicants/SAA UCI stds EXAMPLE 1: Dev workshops for counselors on cultural differences (All ret goals/O) EXAMPLE 2: Dev 'O' Week orientation program for SAA students (IID/P)
Admissions	NO. OF ACTIVITIES: Total = 06, Ongoing = 05, Planned = 01 GENERAL ORIENTATION: Outreach, Enrollment SAA TARGET GROUP: SAA applicants EXAMPLE 1: Research factors related to academic perf. of SAA students (IID/O) EXAMPLE 2: Encourage retesting for promising low-scoring SAA applicants (IID/P)
Alumni Affairs	NO. OF ACTIVITIES: Total = 03, Ongoing = 03, Planned = 00 GENERAL ORIENTATION: Outreach, Enrollment SAA TARGET GROUP: SAA applicants EXAMPLE 1: Conduct Ask-An-Alum Program (IID/O) EXAMPLE 2: Conduct Honors Scholarship Program (IID/O)
Biological Sciences	NO. OF ACTIVITIES: Total = 28, Ongoing = 26, Planned = 02 GENERAL ORIENTATION: Outreach, Retention SAA TARGET GROUP: SAA Bio Sci students EXAMPLE 1: Provide minority peer advisor counseling (IV-VIIBD, VIIICD/O) EXAMPLE 2: Participate in Native-Amer pre-admissions workshop (V-VIIIE, VIIIF/O)
Career Plan/Place Cntr	NO. OF ACTIVITIES: Total = 10, Ongoing = 09, Planned = 01 GENERAL ORIENTATION: Retention SAA TARGET GROUP: SAA UCI students EXAMPLE 1: Provide career planning workshops for Frosh/Soph SAA students (VE/O) EXAMPLE 2: Implement mentorship program for SAA Juniors (VIIIE/P)
Counseling Center	NO. OF ACTIVITIES: Total = 10, Ongoing = 08, Planned = 02 GENERAL ORIENTATION: Retention SAA TARGET GROUP: SAA UCI students EXAMPLE 1: Conduct Minority Peer Counseling Program (All ret goals/O) EXAMPLE 2: Conduct cultural awareness workshop for Deans/Assoc Deans (All ret goals/P)
Cross-Cultural Center	NO. OF ACTIVITIES: Total = 10, Ongoing = 10, Planned = 00 GENERAL ORIENTATION: Retention SAA TARGET GROUP: SAA UCI students EXAMPLE 1: Conduct Success Guidance Workshop for new EOF/SAA students (IVB, VIR/O) EXAMPLE 2: Conduct Black Awards Banquet, Chicano/Latino Graduation (VIIIB/O)
Disabled Student Services	NO. OF ACTIVITIES: Total = 04, Ongoing = 04, Planned = 00 GENERAL ORIENTATION: Outreach, Enrollment, Retention SAA TARGET GROUP: SAA disabled students EXAMPLE 1: Provide acad support services required by disability (IV-VIIB, VIIIC/O) EXAMPLE 2: Provide counseling on college disability mgt (IV-VIIID/O)

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT

SUMMARY OF INFORMATION PER UNIT

UNIT NAME

Engineering	NO. OF ACTIVITIES:	Total = 14, Ongoing = 04, Planned = 10
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA Engineering students
	EXAMPLE 1:	Provide free SAA tutoring by Eng Honorary societies (IV-VIIAC,VIIIAB/F)
	EXAMPLE 2:	Offer comprehensive acad services through ECSEL (IV-VIIAC,VIIIAB/O)
EDP/SAA:Central Office	NO. OF ACTIVITIES:	Total = 07, Ongoing = 04, Planned = 03
	GENERAL ORIENTATION:	OUTREACH
	SAA TARGET GROUP:	SAA JR/SR HS and CC
	EXAMPLE 1:	Recruit SAA students for Early/Immed. programs (I-IIA, IIIB/O)
	EXAMPLE 2:	Implement computer-assisted data collection system (All goals/O)
EDP/SAA:Early Outreach	NO. OF ACTIVITIES:	Total = 12, Ongoing = 08, Planned = 04
	GENERAL ORIENTATION:	Outreach
	SAA TARGET GROUP:	SAA JR/SR HS
	EXAMPLE 1:	Conduct Saturday College for JR HS SAA students (IABC/O)
	EXAMPLE 2:	Conduct Summer Bridge Prog for 9-grds in STEP schools (IIABC/F)
EDP/SAA:Immediate Outreac	NO. OF ACTIVITIES:	Total = 11, Ongoing = 07, Planned = 04
	GENERAL ORIENTATION:	Outreach
	SAA TARGET GROUP:	SAA SR HS and CC
	EXAMPLE 1:	Admissions in the field at Santa Ana/Banning HS (IID/O)
	EXAMPLE 2:	SAA Honors referral to Dean/Scholars Committee (IID/O)
Financial Aid	NO. OF ACTIVITIES:	Total = 12, Ongoing = 10, Planned = 02
	GENERAL ORIENTATION:	Outreach,Enrollment
	SAA TARGET GROUP:	SAA applicants/SAA UCI stds
	EXAMPLE 1:	Conduct financial aid night at target high schools (IIABD/O)
	EXAMPLE 2:	Provide on-site financial need analysis (IIABD/F)
Fine Arts	NO. OF ACTIVITIES:	Total = 09, Ongoing = 09, Planned = 00
	GENERAL ORIENTATION:	Outreach,Retention
	SAA TARGET GROUP:	SAA Fine Arts students
	EXAMPLE 1:	Hold "Get Acquainted" interviews with SAA FA students (All ret goals/O)
	EXAMPLE 2:	Identify 5+ events to invite potential SAA students (All ret goals/F)
Grad Studies/Research	NO. OF ACTIVITIES:	Total = 06, Ongoing = 06, Planned = 00
	GENERAL ORIENTATION:	Graduation
	SAA TARGET GROUP:	SAA UCI/Other Seniors
	EXAMPLE 1:	Assist SAA students in applying for Grad School (VIIIF/O)
	EXAMPLE 2:	Participate in Graduate Information Day (VIIIF/O)
Housing/Food Services	NO. OF ACTIVITIES:	Total = 16, Ongoing = 16, Planned = 00
	GENERAL ORIENTATION:	Enrollment,Retention
	SAA TARGET GROUP:	SAA applicants/SAA UCI stds
	EXAMPLE 1:	Conduct Special Housing Program for EDP/SAA students (IVF/O)

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT

SUMMARY OF INFORMATION PER UNIT

UNIT NAME

	EXAMPLE 2:	Provide residential classes/ethnic awareness (IVDEF,VDEF,VIDEF/O)
Humanities	NO. OF ACTIVITIES:	Total = 12, Ongoing = 12, Planned = 00
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA Humanities students
	EXAMPLE 1:	Send congrats letters to outstanding SAA Hum students (IV-VIIIA/F)
	EXAMPLE 2:	Invite SAA students to join department organizations (IV-VIIID/O)
Info/Computer Sciences	NO. OF ACTIVITIES:	Total = 03, Ongoing = 03, Planned = 00
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA ICS students
	EXAMPLE 1:	Participate in special UCI outreach activities (IID,IIIA/O)
	EXAMPLE 2:	Support ECSEL for SAA students in ICS (IV-VIII All/O)
International Services	NO. OF ACTIVITIES:	Total = 01, Ongoing = 01, Planned = 00
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA international students
	EXAMPLE 1:	Sponsor International Day/invite SAA students (V-VIIID/O)
	EXAMPLE 2:	
Learning Skills Center	NO. OF ACTIVITIES:	Total = 16, Ongoing = 16, Planned = 00
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA UCI students
	EXAMPLE 1:	Provide math anxiety workshops (VIAC,VIIAC,VIIIB/O)
	EXAMPLE 2:	Increase SAA participation in all services (IV-VIIB,VIIIC/O)
Physical Education	NO. OF ACTIVITIES:	Total = 03, Ongoing = 01, Planned = 02
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA students in PE/REC classes
	EXAMPLE 1:	Survey SAA students for interest in rec/sports clubs (All ret goals/F)
	EXAMPLE 2:	Identify SAA athletes eligible for tutoring (All ret goals/O)
Physical Sciences	NO. OF ACTIVITIES:	Total = 10, Ongoing = 07, Planned = 03
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA Physical Sciences students
	EXAMPLE 1:	Sponsor Summer Science/Math Institutes for teachers (II all/O)
	EXAMPLE 2:	Reestablish Summer Sci Prog for retention of SAA students (V-VIIAC/P)
Prog Acad Support Service	NO. OF ACTIVITIES:	Total = 07, Ongoing = 04, Planned = 03
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA UCI students
	EXAMPLE 1:	Administer Skills Asses Prog to Frosh and Transfer Students (IVB,VIB/O)
	EXAMPLE 2:	Conduct Preparatory Skills Instruction Program (IV-VIIA,VIIIG/O)
Project Radius	NO. OF ACTIVITIES:	Total = 05, Ongoing = 05, Planned = 00
	GENERAL ORIENTATION:	Outreach
	SAA TARGET GROUP:	Teachers in target schools

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT
SUMMARY OF INFORMATION PER UNIT

UNIT NAME

		EXAMPLE 1:	Conduct UCI Writing Proj Summer Inst/teachers from EOP schools (IB,IIC/O)
		EXAMPLE 2:	Conduct Sci & Math Mentor Teacher Proj/teachers from EOP schools (IB,IIC/O)
Relations w Schools/Colle	NO. OF ACTIVITIES:	Total = 22, Ongoing = 13, Planned = 09	
	GENERAL ORIENTATION:	Outreach	
	SAA TARGET GROUP:	SAA JR/SR HS and CC	
	EXAMPLE 1:	Conduct assemblies at target schools for SAA 8-grades/parents (IIABCD/P)	
	EXAMPLE 2:	Support Santa Monica College Overnight Program (IIIABCDE/O)	
Social Ecology	NO. OF ACTIVITIES:	Total = 06, Ongoing = 03, Planned = 03	
	GENERAL ORIENTATION:	Outreach,Retention	
	SAA TARGET GROUP:	SAA Soc Ecol/SAA SR HS & CC	
	EXAMPLE 1:	Student mentor program (All ret goals/P)	
	EXAMPLE 2:	Outreach to HSs and CCs with sizeable SAA populations (II,III all/P)	
Social Sciences	NO. OF ACTIVITIES:	Total = 03, Ongoing = 02, Planned = 01	
	GENERAL ORIENTATION:	Outreach,Retention	
	SAA TARGET GROUP:	SAA Social Sciences students	
	EXAMPLE 1:	Develop Social Sciences Summer Skills Institute (VC/P)	
	EXAMPLE 2:	Dev strategies to attract high quality SAA applicants as majors (IID/P)	
Special Services	NO. OF ACTIVITIES:	Total = 14, Ongoing = 14, Planned = 00	
	GENERAL ORIENTATION:	Retention	
	SAA TARGET GROUP:	SAA UCI students	
	EXAMPLE 1:	Conduct SEOP for special action admitted students (IVABCDE/F)	
	EXAMPLE 2:	Provide counseling services to all EOP/SAA students (All ret goals/O)	
Student Activities	NO. OF ACTIVITIES:	Total = 04, Ongoing = 04, Planned = 00	
	GENERAL ORIENTATION:	Retention	
	SAA TARGET GROUP:	SAA UCI students	
	EXAMPLE 1:	Schedule cultural programs quarterly (IV-VIIID/O)	
	EXAMPLE 2:	Provide office space for SAA student organizations (IV-VIIID/O)	
Student Support Services	NO. OF ACTIVITIES:	Total = 05, Ongoing = 05, Planned = 00	
	GENERAL ORIENTATION:	Outreach,Retention	
	SAA TARGET GROUP:	SAA UCI students	
	EXAMPLE 1:	Conduct SPOF workshops for new students (IID,IVBD,VIB/O)	
	EXAMPLE 2:	Conduct Summer Orientation Workshop for new transfers to UCI (VID/O)	
Teacher Education	NO. OF ACTIVITIES:	Total = 13, Ongoing = 13, Planned = 00	
	GENERAL ORIENTATION:	Outreach,Retention	
	SAA TARGET GROUP:	SAA Teacher Educ students	
	EXAMPLE 1:	Enroll SAA students in ED100 course (IAC,IIBC,IVDE,V-VIIF,VIIIG/O)	
	EXAMPLE 2:	Hold counseling sessions to dev specific career plans (VII-VIIID,VIIIE/O)	
Tutorial Assistance Prog	NO. OF ACTIVITIES:	Total = 08, Ongoing = 08, Planned = 00	
	GENERAL ORIENTATION:	Retention	

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT
SUMMARY OF INFORMATION PER UNIT

UNIT NAME

	SAA TARGET GROUP:	SAA UCI students
	EXAMPLE 1:	Provide indiv/group tutoring for EOP/SAA students (IV-VABC/O)
	EXAMPLE 2:	Science/Engr Student Assessment Project (All ret goals/O)

Undergraduate Studies	NO. OF ACTIVITIES:	Total = 07, Ongoing = 02, Planned = 05
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA unaffiliated students
	EXAMPLE 1:	Dev campus-wide conference focused on student success (All ret goals/P)
	EXAMPLE 2:	Dev grant program for culturally-diverse curr material (All ret goals/O)

University Center	NO. OF ACTIVITIES:	Total = 07, Ongoing = 05, Planned = 02
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA UCI students
	EXAMPLE 1:	Provide culturally-diverse music in Sound Connection (IV-VIIID/O)
	EXAMPLE 2:	Determine use of Univ Cntr by students of ethnic background (IV-VIIID/P)

Women's Resource Center	NO. OF ACTIVITIES:	Total = 05, Ongoing = 05, Planned = 00
	GENERAL ORIENTATION:	Retention
	SAA TARGET GROUP:	SAA UCI students
	EXAMPLE 1:	Sponsor Black Women's Support Group (IV-VIIID/O)
	EXAMPLE 2:	Sponsor Third World Role Models in Careers (V-VIIIE/O)

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT
SPECIFIC UNITS ADDRESSING EACH SAA GOAL

SAA GOAL	UNIT NAME
IA	EOP/SAA: CENTRAL OFFICE EOP/SAA: EARLY OUTREACH FINANCIAL AID TEACHER EDUCATION
IB	EOP/SAA: CENTRAL OFFICE EOP/SAA: EARLY OUTREACH PROJECT RADIUS
IC	EOP/SAA: CENTRAL OFFICE EOP/SAA: EARLY OUTREACH TEACHER EDUCATION
IIA	ADMISSIONS BIOLOGICAL SCIENCES EOP/SAA: CENTRAL OFFICE EOP/SAA: EARLY OUTREACH EOP/SAA: IMMEDIATE OUTREACH FINANCIAL AID PHYSICAL SCIENCES RELATIONS W SCHOOLS/COLLEGES SOCIAL ECOLOGY TEACHER EDUCATION
IIB	BIOLOGICAL SCIENCES EOP/SAA: CENTRAL OFFICE EOP/SAA: EARLY OUTREACH FINANCIAL AID PHYSICAL SCIENCES RELATIONS W SCHOOLS/COLLEGES SOCIAL ECOLOGY TEACHER EDUCATION
IIC	BIOLOGICAL SCIENCES EOP/SAA: EARLY OUTREACH PHYSICAL SCIENCES PROJECT RADIUS RELATIONS W SCHOOLS/COLLEGES SOCIAL ECOLOGY TEACHER EDUCATION
IID	ACADEMIC COUNSELORS ADMISSIONS ALUMNI AFFAIRS BIOLOGICAL SCIENCES EOP/SAA: CENTRAL OFFICE EOP/SAA: EARLY OUTREACH

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT
SPECIFIC UNITS ADDRESSING EACH SAA GOAL

SAA GOAL	UNIT NAME
IID	EOP/SAA: IMMEDIATE OUTREACH FINANCIAL AID INFO/COMPUTER SCIENCES PHYSICAL SCIENCES RELATIONS W SCHOOLS/COLLEGES SOCIAL ECOLOGY SOCIAL SCIENCES STUDENT SUPPORT SERVICES
IIIA	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES EOP/SAA: CENTRAL OFFICE EOP/SAA: EARLY OUTREACH EOP/SAA: IMMEDIATE OUTREACH FINANCIAL AID INFO/COMPUTER SCIENCES PHYSICAL SCIENCES RELATIONS W SCHOOLS/COLLEGES SOCIAL ECOLOGY TEACHER EDUCATION
IIIB	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES EOP/SAA: CENTRAL OFFICE EOP/SAA: EARLY OUTREACH EOP/SAA: IMMEDIATE OUTREACH FINANCIAL AID PHYSICAL SCIENCES RELATIONS W SCHOOLS/COLLEGES SOCIAL ECOLOGY
IIIC	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES EOP/SAA: IMMEDIATE OUTREACH PHYSICAL SCIENCES RELATIONS W SCHOOLS/COLLEGES SOCIAL ECOLOGY
IIID	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES EOP/SAA: IMMEDIATE OUTREACH PHYSICAL SCIENCES RELATIONS W SCHOOLS/COLLEGES SOCIAL ECOLOGY
IIIE	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT
SPECIFIC UNITS ADDRESSING EACH SAA GOAL

SAA GOAL	UNIT NAME
----- IIIE	DISABLED STUDENT SERVICES EOP/SAA:EARLY OUTREACH EOP/SAA:IMMEDIATE OUTREACH FINANCIAL AID PHYSICAL SCIENCES RELATIONS W SCHOOLS/COLLEGES SOCIAL ECOLOGY
----- IVA	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES COUNSELING CENTER ENGINEERING FINANCIAL AID FINE ARTS HUMANITIES INFO/COMPUTER SCIENCES LEARNING SKILLS CENTER PHYSICAL EDUCATION PHYSICAL SCIENCES FROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SOCIAL SCIENCES SPECIAL SERVICES TUTORIAL ASSISTANCE PROGRAM UNDERGRADUATE STUDIES
----- IVB	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES COUNSELING CENTER CROSS-CULTURAL CENTER DISABLED STUDENT SERVICES ENGINEERING EOP/SAA:CENTRAL OFFICE EOP/SAA:EARLY OUTREACH FINE ARTS HUMANITIES INFO/COMPUTER SCIENCES LEARNING SKILLS CENTER PHYSICAL EDUCATION PHYSICAL SCIENCES FROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SOCIAL SCIENCES SPECIAL SERVICES STUDENT SUPPORT SERVICES TUTORIAL ASSISTANCE PROGRAM UNDERGRADUATE STUDIES

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT
SPECIFIC UNITS ADDRESSING EACH SAA GOAL

SAA GOAL	UNIT NAME
IVC	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES COUNSELING CENTER ENGINEERING EOP/SAA:EARLY OUTREACH FINE ARTS HUMANITIES INFO/COMPUTER SCIENCES LEARNING SKILLS CENTER PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SOCIAL SCIENCES SPECIAL SERVICES TUTORIAL ASSISTANCE PROGRAM UNDERGRADUATE STUDIES
IVD	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES COUNSELING CENTER CROSS-CULTURAL CENTER DISABLED STUDENT SERVICES ENGINEERING EOP/SAA:CENTRAL OFFICE EOP/SAA:EARLY OUTREACH FINANCIAL AID FINE ARTS HOUSING/FOOD SERVICES HUMANITIES INFO/COMPUTER SCIENCES INTERNATIONAL SERVICES PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES STUDENT ACTIVITIES STUDENT SUPPORT SERVICES TEACHER EDUCATION UNDERGRADUATE STUDIES UNIVERSITY CENTER WOMEN'S RESOURCE CENTER
IVE	ACADEMIC COUNSELORS COUNSELING CENTER ENGINEERING

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT
SPECIFIC UNITS ADDRESSING EACH SAA GOAL

SAA GOAL	UNIT NAME
IVE	FINANCIAL AID FINE ARTS HOUSING/FOOD SERVICES HUMANITIES INFO/COMPUTER SCIENCES PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES TEACHER EDUCATION UNDERGRADUATE STUDIES
IVF	ACADEMIC COUNSELORS COUNSELING CENTER ENGINEERING FINANCIAL AID FINE ARTS HOUSING/FOOD SERVICES INFO/COMPUTER SCIENCES PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES TEACHER EDUCATION UNDERGRADUATE STUDIES
VA	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES COUNSELING CENTER ENGINEERING FINANCIAL AID FINE ARTS HUMANITIES INFO/COMPUTER SCIENCES LEARNING SKILLS CENTER PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES TUTORIAL ASSISTANCE PROGRAM UNDERGRADUATE STUDIES
VB	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT
SPECIFIC UNITS ADDRESSING EACH SAA GOAL

SAA GOAL	UNIT NAME
VB	COUNSELING CENTER CROSS-CULTURAL CENTER DISABLED STUDENT SERVICES ENGINEERING EOP/SAA: CENTRAL OFFICE FINE ARTS HUMANITIES INFO/COMPUTER SCIENCES LEARNING SKILLS CENTER PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES STUDENT SUPPORT SERVICES TUTORIAL ASSISTANCE PROGRAM UNDERGRADUATE STUDIES
VC	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES COUNSELING CENTER ENGINEERING FINE ARTS HUMANITIES INFO/COMPUTER SCIENCES LEARNING SKILLS CENTER PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SOCIAL SCIENCES SPECIAL SERVICES TUTORIAL ASSISTANCE PROGRAM UNDERGRADUATE STUDIES
VD	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES COUNSELING CENTER CROSS-CULTURAL CENTER DISABLED STUDENT SERVICES ENGINEERING EOP/SAA: CENTRAL OFFICE FINANCIAL AID FINE ARTS HOUSING/FOOD SERVICES HUMANITIES INFO/COMPUTER SCIENCES

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT
SPECIFIC UNITS ADDRESSING EACH SAA GOAL

SAA GOAL	UNIT NAME

VD	INTERNATIONAL SERVICES PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES STUDENT ACTIVITIES STUDENT SUPPORT SERVICES UNDERGRADUATE STUDIES UNIVERSITY CENTER WOMEN'S RESOURCE CENTER

VE	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES CAREER PLAN/PLACE CENTER COUNSELING CENTER CROSS-CULTURAL CENTER ENGINEERING FINANCIAL AID FINE ARTS HOUSING/FOOD SERVICES HUMANITIES INFO/COMPUTER SCIENCES PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES TEACHER EDUCATION UNDERGRADUATE STUDIES WOMEN'S RESOURCE CENTER

VF	ACADEMIC COUNSELORS COUNSELING CENTER ENGINEERING FINANCIAL AID FINE ARTS HOUSING/FOOD SERVICES INFO/COMPUTER SCIENCES PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES TEACHER EDUCATION UNDERGRADUATE STUDIES

VG	ACADEMIC COUNSELORS

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT
SPECIFIC UNITS ADDRESSING EACH SAA GOAL

SAA GOAL	UNIT NAME
VG	COUNSELING CENTER ENGINEERING FINE ARTS INFO/COMPUTER SCIENCES PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES TEACHER EDUCATION UNDERGRADUATE STUDIES
VIA	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES COUNSELING CENTER ENGINEERING FINANCIAL AID FINE ARTS HUMANITIES INFO/COMPUTER SCIENCES LEARNING SKILLS CENTER PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES TUTORIAL ASSISTANCE PROGRAM UNDERGRADUATE STUDIES
VIB	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES COUNSELING CENTER CROSS-CULTURAL CENTER DISABLED STUDENT SERVICES ENGINEERING EOP/SAA CENTRAL OFFICE FINE ARTS HUMANITIES INFO/COMPUTER SCIENCES LEARNING SKILLS CENTER PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES STUDENT SUPPORT SERVICES TUTORIAL ASSISTANCE PROGRAM

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT
SPECIFIC UNITS ADDRESSING EACH SAA GOAL

SAA GOAL	UNIT NAME
VIB	UNDERGRADUATE STUDIES
VIC	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES COUNSELING CENTER ENGINEERING FINE ARTS HUMANITIES INFO/COMPUTER SCIENCES LEARNING SKILLS CENTER PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES TUTORIAL ASSISTANCE PROGRAM UNDERGRADUATE STUDIES
VID	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES COUNSELING CENTER CROSS-CULTURAL CENTER DISABLED STUDENT SERVICES ENGINEERING EOP/SAA: CENTRAL OFFICE FINANCIAL AID FINE ARTS HOUSING/FOOD SERVICES HUMANITIES INFO/COMPUTER SCIENCES INTERNATIONAL SERVICES PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES STUDENT ACTIVITIES STUDENT SUPPORT SERVICES UNDERGRADUATE STUDIES UNIVERSITY CENTER WOMEN'S RESOURCE CENTER
VIE	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES CAREER PLAN/PLACE CENTER COUNSELING CENTER CROSS-CULTURAL CENTER

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT
SPECIFIC UNITS ADDRESSING EACH SAA GOAL

SAA GOAL	UNIT NAME
VIE	ENGINEERING FINANCIAL AID FINE ARTS HOUSING/FOOD SERVICES HUMANITIES INFO/COMPUTER SCIENCES PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES TEACHER EDUCATION UNDERGRADUATE STUDIES WOMEN'S RESOURCE CENTER
VIF	ACADEMIC COUNSELORS COUNSELING CENTER ENGINEERING FINANCIAL AID FINE ARTS HOUSING/FOOD SERVICES INFO/COMPUTER SCIENCES PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES TEACHER EDUCATION UNDERGRADUATE STUDIES
VIG	ACADEMIC COUNSELORS COUNSELING CENTER ENGINEERING FINE ARTS HOUSING/FOOD SERVICES INFO/COMPUTER SCIENCES PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES UNDERGRADUATE STUDIES
VIIA	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES COUNSELING CENTER ENGINEERING

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT
SPECIFIC UNITS ADDRESSING EACH SAA GOAL

SAA GOAL	UNIT NAME
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VIIA	FINANCIAL AID FINE ARTS HUMANITIES INFO/COMPUTER SCIENCES LEARNING SKILLS CENTER PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES TUTORIAL ASSISTANCE PROGRAM UNDERGRADUATE STUDIES
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VIIB	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES COUNSELING CENTER CROSS-CULTURAL CENTER DISABLED STUDENT SERVICES ENGINEERING EOP/SAA: CENTRAL OFFICE FINE ARTS HUMANITIES INFO/COMPUTER SCIENCES LEARNING SKILLS CENTER PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES STUDENT SUPPORT SERVICES UNDERGRADUATE STUDIES
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VIIC	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES COUNSELING CENTER ENGINEERING FINE ARTS HUMANITIES INFO/COMPUTER SCIENCES LEARNING SKILLS CENTER PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES TUTORIAL ASSISTANCE PROGRAM UNDERGRADUATE STUDIES

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT
SPECIFIC UNITS ADDRESSING EACH SAA GOAL

SAA GOAL	UNIT NAME
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VIID	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES COUNSELING CENTER CROSS-CULTURAL CENTER DISABLED STUDENT SERVICES ENGINEERING EOP/SAA CENTRAL OFFICE FINANCIAL AID FINE ARTS HOUSING/FOOD SERVICES HUMANITIES INFO/COMPUTER SCIENCES INTERNATIONAL SERVICES PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES STUDENT ACTIVITIES STUDENT SUPPORT SERVICES TEACHER EDUCATION UNDERGRADUATE STUDIES UNIVERSITY CENTER WOMEN'S RESOURCE CENTER
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VIIIE	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES CAREER PLAN/PLACE CENTER COUNSELING CENTER CROSS-CULTURAL CENTER ENGINEERING FINANCIAL AID FINE ARTS HUMANITIES INFO/COMPUTER SCIENCES PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES UNDERGRADUATE STUDIES WOMEN'S RESOURCE CENTER
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VIIF	ACADEMIC COUNSELORS COUNSELING CENTER ENGINEERING FINANCIAL AID

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT
SPECIFIC UNITS ADDRESSING EACH SAA GOAL

SAA GOAL	UNIT NAME
----- VIIF	FINE ARTS INFO/COMPUTER SCIENCES PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES TEACHER EDUCATION UNDERGRADUATE STUDIES
----- VIIG	ACADEMIC COUNSELORS COUNSELING CENTER ENGINEERING FINE ARTS HOUSING/FOOD SERVICES INFO/COMPUTER SCIENCES PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES UNDERGRADUATE STUDIES
----- VIITA	ACADEMIC COUNSELORS COUNSELING CENTER ENGINEERING FINANCIAL AID FINE ARTS HUMANITIES INFO/COMPUTER SCIENCES LEARNING SKILLS CENTER PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES TUTORIAL ASSISTANCE PROGRAM UNDERGRADUATE STUDIES
----- VIIIB	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES COUNSELING CENTER CROSS-CULTURAL CENTER ENGINEERING FINE ARTS HUMANITIES INFO/COMPUTER SCIENCES

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT
SPECIFIC UNITS ADDRESSING EACH SAA GOAL

SAA GOAL	UNIT NAME
VIIIB	LEARNING SKILLS CENTER PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES TUTORIAL ASSISTANCE PROGRAM UNDERGRADUATE STUDIES
VIIIC	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES COUNSELING CENTER CROSS-CULTURAL CENTER DISABLED STUDENT SERVICES ENGINEERING EOP/SAA:CENTRAL OFFICE FINE ARTS HUMANITIES INFO/COMPUTER SCIENCES LEARNING SKILLS CENTER PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES STUDENT SUPPORT SERVICES UNDERGRADUATE STUDIES
VIIID	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES COUNSELING CENTER CROSS-CULTURAL CENTER DISABLED STUDENT SERVICES ENGINEERING EOP/SAA:CENTRAL OFFICE FINANCIAL AID FINE ARTS HOUSING/FOOD SERVICES HUMANITIES INFO/COMPUTER SCIENCES INTERNATIONAL SERVICES PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES STUDENT ACTIVITIES

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT
SPECIFIC UNITS ADDRESSING EACH SAA GOAL

SAA GOAL	UNIT NAME
VIII D	TEACHER EDUCATION UNDERGRADUATE STUDIES UNIVERSITY CENTER WOMEN'S RESOURCE CENTER
VIII E	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES CAREER PLAN/PLACE CENTER COUNSELING CENTER CROSS-CULTURAL CENTER ENGINEERING FINANCIAL AID FINE ARTS HUMANITIES INFO/COMPUTER SCIENCES PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES TEACHER EDUCATION UNDERGRADUATE STUDIES WOMEN'S RESOURCE CENTER
VIII F	ACADEMIC COUNSELORS BIOLOGICAL SCIENCES COUNSELING CENTER ENGINEERING FINANCIAL AID FINE ARTS GRAD STUDIES/RESEARCH INFO/COMPUTER SCIENCES LEARNING SKILLS CENTER PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES UNDERGRADUATE STUDIES
VIII G	ACADEMIC COUNSELORS COUNSELING CENTER ENGINEERING FINE ARTS INFO/COMPUTER SCIENCES PHYSICAL EDUCATION PHYSICAL SCIENCES

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT
SPECIFIC UNITS ADDRESSING EACH SAA GOAL

SAA GOAL	UNIT NAME
VIII G	PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES TEACHER EDUCATION UNDERGRADUATE STUDIES
VIII H	ACADEMIC COUNSELORS COUNSELING CENTER ENGINEERING FINE ARTS HOUSING/FOOD SERVICES INFO/COMPUTER SCIENCES PHYSICAL EDUCATION PHYSICAL SCIENCES PROG ACAD SUPPORT SERVICES SOCIAL ECOLOGY SPECIAL SERVICES UNDERGRADUATE STUDIES

Table 11

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT
LISTING OF EXAMPLE ACTIVITIES BY ASSOCIATED SAA GOAL
SORTED BY ONGOING/PLANNED ACTIVITY

PLANNED ONGOING	SAA GOAL CODE	ACTIVITY
0	ALL GOALS	IMPLEMENT COMPUTER-ASSISTED DATA COLLECTION SYSTEM
	ALL RETENTION GOALS	HOLD "GET ACQUAINTED" INTERVIEWS WITH SAA FA STUDENTS DEV GRANT PROGRAM FOR CULTURALLY-DIVERSE CURR MATERIAL DEV WORKSHOPS FOR COUNSELORS ON CULTURAL DIFFERENCES IDENTIFY SAA ATHLETES ELIGIBLE FOR TUTORING SCIENCE/ENGR STUDENT ASSESSMENT PROJECT PROVIDE COUNSELING SERVICES TO ALL EOF/SAA STUDENTS CONDUCT MINORITY PEER COUNSELING PROGRAM
	IA	RECRUIT SAA STUDENTS FOR EARLY/IMMED. PROGRAMS CONDUCT SATURDAY COLLEGE FOR JR HS SAA STUDENTS ENROLL SAA STUDENTS IN ED100 COURSE
	IB	CONDUCT SATURDAY COLLEGE FOR JR HS SAA STUDENTS CONDUCT UCI WRITING PROJ SUMMER INST/TEACHERS FROM EOF SCHOOLS CONDUCT SCI & MATH MENTOR TEACHER PROJ/TEACHERS FROM EOF SCHOOLS
	IC	CONDUCT SATURDAY COLLEGE FOR JR HS SAA STUDENTS ENROLL SAA STUDENTS IN ED100 COURSE
	II ALL	SPONSOR SUMMER SCIENCE/MATH INSTITUTES FOR TEACHERS
	IIA	RECRUIT SAA STUDENTS FOR EARLY/IMMED. PROGRAMS CONDUCT FINANCIAL AID NIGHT AT TARGET HIGH SCHOOLS
	IIB	ENROLL SAA STUDENTS IN ED100 COURSE CONDUCT FINANCIAL AID NIGHT AT TARGET HIGH SCHOOLS
	IIC	CONDUCT UCI WRITING PROJ SUMMER INST/TEACHERS FROM EOF SCHOOLS CONDUCT SCI & MATH MENTOR TEACHER PROJ/TEACHERS FROM EOF SCHOOLS ENROLL SAA STUDENTS IN ED100 COURSE
	IID	RESEARCH FACTORS RELATED TO ACADEMIC PERF. OF SAA STUDENTS ADMISSIONS IN THE FIELD AT SANTA ANA/BANNING HS SAA HONORS REFERRAL TO DEAN/SCHOLARS COMMITTEE CONDUCT ASK-AN-ALUMN PROGRAM CONDUCT HONORS SCHOLARSHIP PROGRAM PARTICIPATE IN SPECIAL UCI OUTREACH ACTIVITIES CONDUCT FINANCIAL AID NIGHT AT TARGET HIGH SCHOOLS CONDUCT SPON WORKSHOPS FOR NEW STUDENTS
	IIIA	SUPPORT SANTA MONICA COLLEGE OVERNIGHT PROGRAM PARTICIPATE IN SPECIAL UCI OUTREACH ACTIVITIES

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT
LISTING OF EXAMPLE ACTIVITIES BY ASSOCIATED SAA GOAL
SORTED BY ONGOING/PLANNED ACTIVITY

PLANNED ONGOING	SAA GOAL CODE	ACTIVITY
0	IIIB	SUPPORT SANTA MONICA COLLEGE OVERNIGHT PROGRAM RECRUIT SAA STUDENTS FOR EARLY/IMMED. PROGRAMS
	IIIC	SUPPORT SANTA MONICA COLLEGE OVERNIGHT PROGRAM
	IIID	SUPPORT SANTA MONICA COLLEGE OVERNIGHT PROGRAM
	IIIE	SUPPORT SANTA MONICA COLLEGE OVERNIGHT PROGRAM
	IV ALL	SUPPORT ECSEL FOR SAA STUDENTS IN ICS
	IVA	PROVIDE INDIV/GROUP TUTORING FOR EOP/SAA STUDENTS CONDUCT SEOP FOR SPECIAL ACTION ADMITTED STUDENTS CONDUCT SEOP FOR SPECIAL ACTION ADMITTED STUDENTS CONDUCT PREPARATORY SKILLS INSTRUCTION PROGRAM
	IVB	PROVIDE MINORITY PEER ADVISOR COUNSELING INCREASE SAA PARTICIPATION IN ALL SERVICES PROVIDE INDIV/GROUP TUTORING FOR EOP/SAA STUDENTS CONDUCT SEOP FOR SPECIAL ACTION ADMITTED STUDENTS CONDUCT SEOP FOR SPECIAL ACTION ADMITTED STUDENTS CONDUCT SPOP WORKSHOPS FOR NEW STUDENTS CONDUCT SUCCESS GUIDANCE WORKSHOP FOR NEW EOP/SAA STUDENTS PROVIDE ACAD SUPPORT SERVICES REQUIRED BY DISABILITY
	IVC	PROVIDE INDIV/GROUP TUTORING FOR EOP/SAA STUDENTS CONDUCT SEOP FOR SPECIAL ACTION ADMITTED STUDENTS CONDUCT SEOP FOR SPECIAL ACTION ADMITTED STUDENTS
	IVD	PROVIDE MINORITY PEER ADVISOR COUNSELING INVITE SAA STUDENTS TO JOIN DEPARTMENT ORGANIZATIONS ENROLL SAA STUDENTS IN ED100 COURSE CONDUCT SEOP FOR SPECIAL ACTION ADMITTED STUDENTS CONDUCT SEOP FOR SPECIAL ACTION ADMITTED STUDENTS PROVIDE RESIDENTIAL CLASSES/ETHNIC AWARENESS SCHEDULE CULTURAL PROGRAMS QUARTERLY PROVIDE OFFICE SPACE FOR SAA STUDENT ORGANIZATIONS SPONSOR BLACK WOMEN'S SUPPORT GROUP PROVIDE CULTURALLY-DIVERSE MUSIC IN SOUND CONNECTION CONDUCT SPOP WORKSHOPS FOR NEW STUDENTS PROVIDE COUNSELING ON COLLEGE DISABILITY MGT
	IVE	ENROLL SAA STUDENTS IN ED100 COURSE CONDUCT SEOP FOR SPECIAL ACTION ADMITTED STUDENTS

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT
LISTING OF EXAMPLE ACTIVITIES BY ASSOCIATED SAA GOAL
SORTED BY ONGOING/PLANNED ACTIVITY

PLANNED ONGOING	SAA GOAL CODE	ACTIVITY
0	IVE	CONDUCT SEOP FOR SPECIAL ACTION ADMITTED STUDENTS PROVIDE RESIDENTIAL CLASSES/ETHNIC AWARENESS
	IVF	CONDUCT SPECIAL HOUSING PROGRAM FOR EOF/SAA STUDENTS PROVIDE RESIDENTIAL CLASSES/ETHNIC AWARENESS
	V ALL	SUPPORT ECSEL FOR SAA STUDENTS IN ICS
	VA	PROVIDE INDIV/GROUP TUTORING FOR EOP/SAA STUDENTS CONDUCT PREPARATORY SKILLS INSTRUCTION PROGRAM
	VB	PROVIDE MINORITY PEER ADVISOR COUNSELING INCREASE SAA PARTICIPATION IN ALL SERVICES PROVIDE INDIV/GROUP TUTORING FOR EOP/SAA STUDENTS PROVIDE ACAD SUPPORT SERVICES REQUIRED BY DISABILITY
	VC	PROVIDE INDIV/GROUP TUTORING FOR EOP/SAA STUDENTS
	VD	PROVIDE MINORITY PEER ADVISOR COUNSELING INVITE SAA STUDENTS TO JOIN DEPARTMENT ORGANIZATIONS PROVIDE RESIDENTIAL CLASSES/ETHNIC AWARENESS SCHEDULE CULTURAL PROGRAMS QUARTERLY PROVIDE OFFICE SPACE FOR SAA STUDENT ORGANIZATIONS SPONSOR BLACK WOMEN'S SUPPORT GROUP PROVIDE CULTURALLY-DIVERSE MUSIC IN SOUND CONNECTION SPONSOR INTERNATIONAL DAY/INVITE SAA STUDENTS PROVIDE COUNSELING ON COLLEGE DISABILITY MGT
	VE	PARTICIPATE IN NATIVE-AMER PRE-ADMISSIONS WORKSHOP PROVIDE CAREER PLANNING WORKSHOPS FOR FROSH/SOPH SAA STUDENTS PROVIDE RESIDENTIAL CLASSES/ETHNIC AWARENESS SPONSOR THIRD WORLD ROLE MODELS IN CAREERS
	VF	ENROLL SAA STUDENTS IN ED100 COURSE PROVIDE RESIDENTIAL CLASSES/ETHNIC AWARENESS
	VI ALL	SUPPORT ECSEL FOR SAA STUDENTS IN ICS
	VIA	PROVIDE MATH ANXIETY WORKSHOPS CONDUCT PREPARATORY SKILLS INSTRUCTION PROGRAM
	VIB	PROVIDE MINORITY PEER ADVISOR COUNSELING INCREASE SAA PARTICIPATION IN ALL SERVICES CONDUCT SPOP WORKSHOPS FOR NEW STUDENTS CONDUCT SUCCESS GUIDANCE WORKSHOP FOR NEW EOP/SAA STUDENTS

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT
LISTING OF EXAMPLE ACTIVITIES BY ASSOCIATED SAA GOAL
SORTED BY ONGOING/PLANNED ACTIVITY

PLANNED ONGOING	SAA GOAL CODE	ACTIVITY
0	VIC	PROVIDE MATH ANXIETY WORKSHOPS
	VID	PROVIDE MINORITY PEER ADVISOR COUNSELING INVITE SAA STUDENTS TO JOIN DEPARTMENT ORGANIZATIONS PROVIDE RESIDENTIAL CLASSES/ETHNIC AWARENESS SCHEDULE CULTURAL PROGRAMS QUARTERLY PROVIDE OFFICE SPACE FOR SAA STUDENT ORGANIZATIONS SPONSOR BLACK WOMEN'S SUPPORT GROUP PROVIDE CULTURALLY-DIVERSE MUSIC IN SOUND CONNECTION CONDUCT SUMMER ORIENTATION WORKSHOP FOR NEW TRANSFERS TO UCI SPONSOR INTERNATIONAL DAY/INVITE SAA STUDENTS PROVIDE COUNSELING ON COLLEGE DISABILITY MGT
	VIE	PARTICIPATE IN NATIVE-AMER PRE-ADMISSIONS WORKSHOP PROVIDE RESIDENTIAL CLASSES/ETHNIC AWARENESS SPONSOR THIRD WORLD ROLE MODELS IN CAREERS
	VIF	ENROLL SAA STUDENTS IN ED100 COURSE PROVIDE RESIDENTIAL CLASSES/ETHNIC AWARENESS
	VII ALL	SUPPORT ECSEL FOR SAA STUDENTS IN ICS
	VIIA	PROVIDE MATH ANXIETY WORKSHOPS CONDUCT PREPARATORY SKILLS INSTRUCTION PROGRAM
	VII B	PROVIDE MINORITY PEER ADVISOR COUNSELING INCREASE SAA PARTICIPATION IN ALL SERVICES PROVIDE ACAD SUPPORT SERVICES REQUIRED BY DISABILITY
	VII C	PROVIDE MATH ANXIETY WORKSHOPS
	VII D	PROVIDE MINORITY PEER ADVISOR COUNSELING INVITE SAA STUDENTS TO JOIN DEPARTMENT ORGANIZATIONS HOLD COUNSELING SESSIONS TO DEV SPECIFIC CAREER PLANS SCHEDULE CULTURAL PROGRAMS QUARTERLY PROVIDE OFFICE SPACE FOR SAA STUDENT ORGANIZATIONS SPONSOR BLACK WOMEN'S SUPPORT GROUP PROVIDE CULTURALLY-DIVERSE MUSIC IN SOUND CONNECTION SPONSOR INTERNATIONAL DAY/INVITE SAA STUDENTS PROVIDE COUNSELING ON COLLEGE DISABILITY MGT
	VII E	PARTICIPATE IN NATIVE-AMER PRE-ADMISSIONS WORKSHOP SPONSOR THIRD WORLD ROLE MODELS IN CAREERS
	VII F	ENROLL SAA STUDENTS IN ED100 COURSE

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OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT
LISTING OF EXAMPLE ACTIVITIES BY ASSOCIATED SAA GOAL
SORTED BY ONGOING/PLANNED ACTIVITY

PLANNED ONGOING	SAA GOAL CODE	ACTIVITY
O	VIII ALL	SUPPORT ECSEL FOR SAA STUDENTS IN ICS
	VIIIB	OFFER COMPREHENSIVE ACAD SERVICES THROUGH ECSEL PROVIDE MATH ANXIETY WORKSHOPS CONDUCT BLACK AWARDS BANQUET, CHICANO/LATINO GRADUATION
	VIIIC	PROVIDE MINORITY PEER ADVISOR COUNSELING INCREASE SAA PARTICIPATION IN ALL SERVICES PROVIDE ACAD SUPPORT SERVICES REQUIRED BY DISABILITY
	VIIID	PROVIDE MINORITY PEER ADVISOR COUNSELING INVITE SAA STUDENTS TO JOIN DEPARTMENT ORGANIZATIONS HOLD COUNSELING SESSIONS TO DEV SPECIFIC CAREER PLANS SCHEDULE CULTURAL PROGRAMS QUARTERLY PROVIDE OFFICE SPACE FOR SAA STUDENT ORGANIZATIONS SPONSOR BLACK WOMEN'S SUPPORT GROUP PROVIDE CULTURALLY-DIVERSE MUSIC IN SOUND CONNECTION SPONSOR INTERNATIONAL DAY/INVITE SAA STUDENTS PROVIDE COUNSELING ON COLLEGE DISABILITY MGT
	VIIIE	PARTICIPATE IN NATIVE-AMER PRE-ADMISSIONS WORKSHOP HOLD COUNSELING SESSIONS TO DEV SPECIFIC CAREER PLANS SPONSOR THIRD WORLD ROLE MODELS IN CAREERS
	VIIIF	PARTICIPATE IN NATIVE-AMER PRE-ADMISSIONS WORKSHOP ASSIST SAA STUDENTS IN APPLYING FOR GRAD SCHOOL PARTICIPATE IN GRADUATE INFORMATION DAY
	VIIIG	ENROLL SAA STUDENTS IN ED100 COURSE CONDUCT PREPARATORY SKILLS INSTRUCTION PROGRAM
P	ALL RETENTION GOALS	IDENTIFY 5+ EVENTS TO INVITE POTENTIAL SAA STUDENTS DEV CAMPUS-WIDE CONFERENCE FOCUSED ON STUDENT SUCCESS SURVEY SAA STUDENTS FOR INTEREST IN REC/SPORTS CLUBS STUDENT MENTOR PROGRAM CONDUCT CULTURAL AWARENESS WORKSHOP FOR DEANS/ASSOC DEANS
	IIA	CONDUCT ASSEMBLIES AT TARGET SCHOOLS FOR SAA 8-GRADERS/PARENTS CONDUCT SUMMER BRIDGE PROG FOR 9-GRDS IN STEP SCHOOLS OUTREACH TO HS AND CC WITH SIZEABLE SAA POPULATIONS
	IIB	CONDUCT ASSEMBLIES AT TARGET SCHOOLS FOR SAA 8-GRADERS/PARENTS CONDUCT SUMMER BRIDGE PROG FOR 9-GRDS IN STEP SCHOOLS

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT
LISTING OF EXAMPLE ACTIVITIES BY ASSOCIATED SAA GOAL
SORTED BY ONGOING/PLANNED ACTIVITY

PLANNED ONGOING	SAA GOAL CODE	ACTIVITY
P	IIB	OUTREACH TO HS AND CC WITH SIZEABLE SAA POPULATIONS
	IIC	CONDUCT ASSEMBLIES AT TARGET SCHOOLS FOR SAA 8-GRADERS/PARENTS CONDUCT SUMMER BRIDGE PROG FOR 9-GRDS IN STEP SCHOOLS OUTREACH TO HS AND CC WITH SIZEABLE SAA POPULATIONS
	IID	ENCOURAGE RETESTING FOR PROMISING LOW-SCORING SAA APPLICANTS CONDUCT ASSEMBLIES AT TARGET SCHOOLS FOR SAA 8-GRADERS/PARENTS DEV 'O' WEEK ORIENTATION PROGRAM FOR SAA STUDENTS OUTREACH TO HS AND CC WITH SIZEABLE SAA POPULATIONS DEV STRATEGIES TO ATTRACT HIGH QUALITY SAA APPLICANTS AS MAJORS
	IIIA	OUTREACH TO HS AND CC WITH SIZEABLE SAA POPULATIONS
	IIIB	OUTREACH TO HS AND CC WITH SIZEABLE SAA POPULATIONS
	IIIC	OUTREACH TO HS AND CC WITH SIZEABLE SAA POPULATIONS
	IIID	OUTREACH TO HS AND CC WITH SIZEABLE SAA POPULATIONS
	IIIE	OUTREACH TO HS AND CC WITH SIZEABLE SAA POPULATIONS
	IVA	PROVIDE FREE SAA TUTORING BY ENG HONORARY SOCIETIES SEND CONGRATS LETTERS TO OUTSTANDING SAA HUM STUDENTS
	IVC	PROVIDE FREE SAA TUTORING BY ENG HONORARY SOCIETIES
	IVD	DETERMINE USE OF UNIV CNTR BY STUDENTS OF ETHNIC BACKGROUND
	VA	PROVIDE FREE SAA TUTORING BY ENG HONORARY SOCIETIES REESTABLISH SUMMER SCI PROG FOR RETENTION OF SAA STUDENTS SEND CONGRATS LETTERS TO OUTSTANDING SAA HUM STUDENTS
	VC	PROVIDE FREE SAA TUTORING BY ENG HONORARY SOCIETIES REESTABLISH SUMMER SCI PROG FOR RETENTION OF SAA STUDENTS DEVELOP SOCIAL SCIENCES SUMMER SKILLS INSTITUTE
	VD	DETERMINE USE OF UNIV CNTR BY STUDENTS OF ETHNIC BACKGROUND
	VIA	PROVIDE FREE SAA TUTORING BY ENG HONORARY SOCIETIES REESTABLISH SUMMER SCI PROG FOR RETENTION OF SAA STUDENTS SEND CONGRATS LETTERS TO OUTSTANDING SAA HUM STUDENTS
	VIC	PROVIDE FREE SAA TUTORING BY ENG HONORARY SOCIETIES REESTABLISH SUMMER SCI PROG FOR RETENTION OF SAA STUDENTS

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES BY UNIT
LISTING OF EXAMPLE ACTIVITIES BY ASSOCIATED SAA GOAL
SORTED BY ONGOING/PLANNED ACTIVITY

PLANNED ONGOING	SAA GOAL CODE	ACTIVITY
P	VID	DETERMINE USE OF UNIV CNTR BY STUDENTS OF ETHNIC BACKGROUND
	VIIA	PROVIDE FREE SAA TUTORING BY ENG HONORARY SOCIETIES REESTABLISH SUMMER SCI PROG FOR RETENTION OF SAA STUDENTS SEND CONGRATS LETTERS TO OUTSTANDING SAA HUM STUDENTS
	VIIC	PROVIDE FREE SAA TUTORING BY ENG HONORARY SOCIETIES REESTABLISH SUMMER SCI PROG FOR RETENTION OF SAA STUDENTS
	VIID	DETERMINE USE OF UNIV CNTR BY STUDENTS OF ETHNIC BACKGROUND
	VIE	IMPLEMENT MENTORSHIP PROGRAM FOR SAA JUNIORS
	VIIIA	PROVIDE FREE SAA TUTORING BY ENG HONORARY SOCIETIES SEND CONGRATS LETTERS TO OUTSTANDING SAA HUM STUDENTS
	VIID	DETERMINE USE OF UNIV CNTR BY STUDENTS OF ETHNIC BACKGROUND

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Table 12

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES
NUMBER OF ACTIVITIES BY CATEGORY TYPE

UNIT TYPE	UNIT NAME	ADMIN	ENROL	GRADN	OUT/A	OUT/B	RETEN	TOTAL
ACADEMIC	BIOLOGICAL SCIENCES	2	1	8	11	0	6	28
	ENGINEERING	2	2	2	2	1	5	14
	FINE ARTS	1	1	0	3	0	4	9
	HUMANITIES	3	0	3	0	0	6	12
	INFO/COMPUTER SCIENCES	0	0	0	1	0	2	3
	PHYSICAL EDUCATION	2	0	0	1	0	0	3
	PHYSICAL SCIENCES	2	0	0	3	0	5	10
	SOCIAL ECOLOGY	2	0	0	1	0	3	6
	SOCIAL SCIENCES	0	1	0	1	0	1	3
	TEACHER EDUCATION	0	0	0	11	0	2	13
	UNDERGRADUATE STUDIES	3	0	0	0	0	4	7
ACADEMIC RETENTION	ACADEMIC COUNSELORS	1	2	0	1	0	0	4
	GRAD STUDIES/RESEARCH	0	0	2	0	3	1	6
	LEARNING SKILLS CENTER	0	0	3	0	3	10	16
	PROG ACAD SUPPORT SERVICES	1	1	0	1	0	4	7
	SPECIAL SERVICES	2	4	3	1	0	4	14
	TUTORIAL ASSISTANCE PROGRAM	1	1	1	1	1	3	8
OUTREACH	ADMISSIONS	3	2	0	1	0	0	6
	ALUMNI AFFAIRS	0	0	0	3	0	0	3
	EOF/SAA CENTRAL OFFICE	7	0	0	0	0	0	7
	EOF/SAA EARLY OUTREACH	1	1	0	10	0	0	12
	EOF/SAA IMMEDIATE OUTREACH	2	3	0	6	0	0	11
	PROJECT RADIUS	0	0	0	5	0	0	5
	RELATIONS W SCHOOLS/COLLEGES	9	2	0	9	1	1	22
STUDENT LIFE	CAREER PLANNING/PLACEMENT CNTR	0	0	6	1	1	2	10
	COUNSELING CENTER	7	0	0	0	0	3	10
	CROSS-CULTURAL CENTER	1	3	1	0	0	5	10
	DISABLED STUDENT SERVICES	0	0	0	1	0	3	4
	FINANCIAL AID	2	4	0	6	0	0	12
	HOUSING/FOOD SERVICES	7	1	0	0	1	7	16
	INTERNATIONAL SERVICES	0	0	0	0	0	1	1
	STUDENT ACTIVITIES	2	0	0	0	0	2	4
	STUDENT SUPPORT SERVICES	0	3	0	1	1	0	5
	UNIVERSITY CENTER	4	0	0	0	0	3	7
	WOMEN'S RESOURCE CENTER	2	0	1	0	0	2	5
TOTAL		69	32	30	81	12	89	313

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES
SUMMARY OF UNIT SAA PLANS BY ACTIVITY CATEGORY

ACTIVITY CATEGORY -----	ACTIVITY TYPE -----	NUMBER -----
ADMINISTRATION/MANAGEMENT	COMMUNICATIONS/PUBLICATIONS	6
	COOPERATION AMONG UNITS/REFERRALS	14
	FACULTY/STAFF RECRUITMENT	5
	PROGRAM PLANNING	7
	RESEARCH/EVALUATION	17
	RESOURCE DEVELOPMENT	2
	SERVICE ON SAA COMMITTEES	4
	STAFF TRAINING AND DEVELOPMENT	14
ENROLLMENT	APPLICATION/ADMISSIONS ASSISTANCE	9
	ASSESSMENT/TESTING	4
	ORIENTATION	19
GRADUATION/CAREERS/PROF DEVELOPMENT	CAREER DEVELOPMENT	14
	GRAD/PROF SCHOOL ADMISSIONS ASSISTANCE	16
OUTREACH A (PROSPECTIVE UCI STUDENTS)	ACADEMIC PREPARATION/COUNSELING	10
	HONORS RECRUITMENT	8
	INTERSEGMENTAL ACTIVITIES	4
	PARENT COMPONENT	5
	RECRUITMENT/INFORMATION/MOTIVATION	49
	TEACHER/ADMINISTRATOR TRNG AND DEV	5
OUTREACH B (CURRENT UCI STUDENTS)	RECRUITMENT/INFORMATION/MOTIVATION	12
RETENTION	ACADEMIC COUNSELING/ADVISING	15
	ACADEMIC COURSE SUPPORT/TUTORING	14
	COUNSELING (PERSONAL)	6
	CURRICULAR ENHANCEMENT	11
	FACULTY INVOLVEMENT/MENTOR PROGRAMS	9
	HONORS COMPONENT	6
	LEARNING SKILLS	8
	SOCIAL ENVIRONMENT/CLUBS/ORGANIZATIONS	15
	STUDENT MENTOR PROGRAM	1
TOTAL	TRANSITION/BRIDGE PROGRAMS	4
		313

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES
SUMMARY OF UNIT SAA PLANS BY ACTIVITY TYPE

UNIT NAME -----	ACTIVITY TYPE -----	NUMBER -----
ACADEMIC COUNSELORS	HONORS RECRUITMENT	1
	ORIENTATION	2
	STAFF TRAINING AND DEVELOPMENT	1
ADMISSIONS	ASSESSMENT/TESTING	2
	COOPERATION AMONG UNITS/REFERRALS	1
	PROGRAM PLANNING	1
	RECRUITMENT/INFORMATION/MOTIVATION	1
	RESEARCH/EVALUATION	1
ALUMNI AFFAIRS	HONORS RECRUITMENT	1
	RECRUITMENT/INFORMATION/MOTIVATION	2
BIOLOGICAL SCIENCES	ACADEMIC COUNSELING/ADVISING	1
	CAREER DEVELOPMENT	1
	COOPERATION AMONG UNITS/REFERRALS	2
	GRAD/PROF SCHOOL ADMISSIONS ASSISTANCE	7
	HONORS COMPONENT	1
	ORIENTATION	1
	PARENT COMPONENT	2
	RECRUITMENT/INFORMATION/MOTIVATION	9
	SOCIAL ENVIRONMENT/CLUBS/ORGANIZATIONS	2
	TRANSITION/BRIDGE PROGRAMS	2
CAREER PLANNING/PLACEMENT CNTR	ACADEMIC COUNSELING/ADVISING	1
	ACADEMIC PREPARATION/COUNSELING	1
	CAREER DEVELOPMENT	5
	FACULTY INVOLVEMENT/MENTOR PROGRAMS	1
	GRAD/PROF SCHOOL ADMISSIONS ASSISTANCE	1
	RECRUITMENT/INFORMATION/MOTIVATION	1
COUNSELING CENTER	COOPERATION AMONG UNITS/REFERRALS	1
	COUNSELING (PERSONAL)	1
	CURRICULAR ENHANCEMENT	2
	PROGRAM PLANNING	1
	RESEARCH/EVALUATION	1
	STAFF TRAINING AND DEVELOPMENT	4
CROSS-CULTURAL CENTER	CAREER DEVELOPMENT	1
	COMMUNICATIONS/PUBLICATIONS	1
	FACULTY INVOLVEMENT/MENTOR PROGRAMS	1
	HONORS COMPONENT	2
	ORIENTATION	3
	SOCIAL ENVIRONMENT/CLUBS/ORGANIZATIONS	2
DISABLED STUDENT SERVICES	ACADEMIC COURSE SUPPORT/TUTORING	1
	COUNSELING (PERSONAL)	1

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES
SUMMARY OF UNIT SAA PLANS BY ACTIVITY TYPE

UNIT NAME	ACTIVITY TYPE	NUMBER
DISABLED STUDENT SERVICES	INTERSEGMENTAL ACTIVITIES	1
	SOCIAL ENVIRONMENT/CLUBS/ORGANIZATIONS	1
ENGINEERING	ACADEMIC COUNSELING/ADVISING	2
	ACADEMIC COURSE SUPPORT/TUTORING	2
	CAREER DEVELOPMENT	2
	FACULTY INVOLVEMENT/MENTOR PROGRAMS	1
	ORIENTATION	2
	PARENT COMPONENT	1
	RECRUITMENT/INFORMATION/MOTIVATION	2
	RESEARCH/EVALUATION	1
	STAFF TRAINING AND DEVELOPMENT	1
EOF/SAA: CENTRAL OFFICE	COMMUNICATIONS/PUBLICATIONS	1
	FACULTY/STAFF RECRUITMENT	1
	RESEARCH/EVALUATION	2
	RESOURCE DEVELOPMENT	1
	SERVICE ON SAA COMMITTEES	1
	STAFF TRAINING AND DEVELOPMENT	1
EOF/SAA: EARLY OUTREACH	ACADEMIC PREPARATION/COUNSELING	4
	APPLICATION/ADMISSIONS ASSISTANCE	1
	HONORS RECRUITMENT	3
	PARENT COMPONENT	2
	RESEARCH/EVALUATION	1
	TEACHER/ADMINISTRATOR TRNG AND DEV	1
EOF/SAA: IMMEDIATE OUTREACH	ACADEMIC PREPARATION/COUNSELING	1
	APPLICATION/ADMISSIONS ASSISTANCE	3
	INTERSEGMENTAL ACTIVITIES	1
	PROGRAM PLANNING	1
	RECRUITMENT/INFORMATION/MOTIVATION	4
	STAFF TRAINING AND DEVELOPMENT	1
FINANCIAL AID	APPLICATION/ADMISSIONS ASSISTANCE	2
	COOPERATION AMONG UNITS/REFERRALS	1
	ORIENTATION	2
	PROGRAM PLANNING	1
	RECRUITMENT/INFORMATION/MOTIVATION	6
FINE ARTS	FACULTY INVOLVEMENT/MENTOR PROGRAMS	3
	HONORS COMPONENT	1
	ORIENTATION	1
	RECRUITMENT/INFORMATION/MOTIVATION	3
	STAFF TRAINING AND DEVELOPMENT	1
GRAD STUDIES/RESEARCH	ACADEMIC COUNSELING/ADVISING	1
	GRAD/PROF SCHOOL ADMISSIONS ASSISTANCE	2

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES
SUMMARY OF UNIT SAA PLANS BY ACTIVITY TYPE

UNIT NAME -----	ACTIVITY TYPE -----	NUMBER -----
GRAD STUDIES/RESEARCH	RECRUITMENT/INFORMATION/MOTIVATION	3
HOUSING/FOOD SERVICES	ACADEMIC COURSE SUPPORT/TUTORING	1
	APPLICATION/ADMISSIONS ASSISTANCE	1
	COOPERATION AMONG UNITS/REFERRALS	1
	COUNSELING (PERSONAL)	1
	CURRICULAR ENHANCEMENT	1
	FACULTY/STAFF RECRUITMENT	3
	RECRUITMENT/INFORMATION/MOTIVATION	1
	SOCIAL ENVIRONMENT/CLUBS/ORGANIZATIONS	4
	STAFF TRAINING AND DEVELOPMENT	3
HUMANITIES	ACADEMIC COUNSELING/ADVISING	3
	CAREER DEVELOPMENT	3
	FACULTY INVOLVEMENT/MENTOR PROGRAMS	2
	HONORS COMPONENT	1
	RESEARCH/EVALUATION	2
	STAFF TRAINING AND DEVELOPMENT	1
INFO/COMPUTER SCIENCES	ACADEMIC COURSE SUPPORT/TUTORING	1
	FACULTY INVOLVEMENT/MENTOR PROGRAMS	1
	RECRUITMENT/INFORMATION/MOTIVATION	1
INTERNATIONAL SERVICES	SOCIAL ENVIRONMENT/CLUBS/ORGANIZATIONS	1
LEARNING SKILLS CENTER	ACADEMIC COURSE SUPPORT/TUTORING	3
	GRAD/PROF SCHOOL ADMISSIONS ASSISTANCE	3
	LEARNING SKILLS	7
	RECRUITMENT/INFORMATION/MOTIVATION	3
PHYSICAL EDUCATION	COOPERATION AMONG UNITS/REFERRALS	1
	RECRUITMENT/INFORMATION/MOTIVATION	1
	RESEARCH/EVALUATION	1
PHYSICAL SCIENCES	ACADEMIC COURSE SUPPORT/TUTORING	1
	COOPERATION AMONG UNITS/REFERRALS	1
	CURRICULAR ENHANCEMENT	3
	RESEARCH/EVALUATION	1
	TEACHER/ADMINISTRATOR TRNG AND DEV	3
	TRANSITION/BRIDGE PROGRAMS	1
PROG ACAD SUPPORT SERVICES	ACADEMIC COUNSELING/ADVISING	1
	ACADEMIC COURSE SUPPORT/TUTORING	2
	ASSESSMENT/TESTING	1
	HONORS COMPONENT	1
	RECRUITMENT/INFORMATION/MOTIVATION	1
	RESEARCH/EVALUATION	1
PROJECT RADIUS	RECRUITMENT/INFORMATION/MOTIVATION	5

OVERVIEW OF
STUDENT AFFIRMATIVE ACTION ACTIVITIES
SUMMARY OF UNIT SAA PLANS BY ACTIVITY TYPE

UNIT NAME -----	ACTIVITY TYPE -----	NUMBER -----
RELATIONS W SCHOOLS/COLLEGES	ACADEMIC COUNSELING/ADVISING	1
	APPLICATION/ADMISSIONS ASSISTANCE	2
	COMMUNICATIONS/PUBLICATIONS	3
	COOPERATION AMONG UNITS/REFERRALS	3
	HONORS RECRUITMENT	2
	INTERSEGMENTAL ACTIVITIES	2
	RECRUITMENT/INFORMATION/MOTIVATION	6
	RESEARCH/EVALUATION	1
	RESOURCE DEVELOPMENT	1
	SERVICE ON SAA COMMITTEES	1
SOCIAL ECOLOG	ACADEMIC COUNSELING/ADVISING	1
	COOPERATION AMONG UNITS/REFERRALS	1
	CURRICULAR ENHANCEMENT	1
	RECRUITMENT/INFORMATION/MOTIVATION	1
	RESEARCH/EVALUATION	1
	STUDENT MENTOR PROGRAM	1
SOCIAL SCIENCES	HONORS RECRUITMENT	1
	ORIENTATION	1
	TRANSITION/BRIDGE PROGRAMS	1
SPECIAL SERVICES	ACADEMIC COUNSELING/ADVISING	1
	ACADEMIC COURSE SUPPORT/TUTORING	1
	ASSESSMENT/TESTING	1
	CAREER DEVELOPMENT	1
	COMMUNICATIONS/PUBLICATIONS	1
	COOPERATION AMONG UNITS/REFERRALS	1
	COUNSELING (PERSONAL)	1
	GRAD/PROF SCHOOL ADMISSIONS ASSISTANCE	2
	LEARNING SKILLS	1
	ORIENTATION	3
STUDENT ACTIVITIES	RECRUITMENT/INFORMATION/MOTIVATION	1
	PROGRAM PLANNING	2
	SOCIAL ENVIRONMENT/CLUBS/ORGANIZATIONS	2
STUDENT SUPPORT SERVICES	ORIENTATION	3
	RECRUITMENT/INFORMATION/MOTIVATION	2
TEACHER EDUCATION	ACADEMIC PREPARATION/COUNSELING	4
	CURRICULAR ENHANCEMENT	2
	RECRUITMENT/INFORMATION/MOTIVATION	6
	TEACHER/ADMINISTRATOR TRNG AND DEV	1
TUTORIAL ASSISTANCE PROGRAM	ACADEMIC COUNSELING/ADVISING	1
	ACADEMIC COURSE SUPPORT/TUTORING	2

F. ACADEMIC SENATE SAA ACTIVITIES

Academic Committee on Student Affirmative Action, Irvine Division

REPORT, 1983-84

Introduction to the SSAA Committee

The Irvine Division Academic Senate Committee on Student Affirmative Action (SSAA) advises the Senate on student affirmative action matters, formulates the Senate position on SAA issues and policies and serves as Senate SAA liaison with 1) the administrative SAA structure, 2) the campus and community SAA groups, and 3) the University Committee on Student Affirmative Action of the Academic Council (CoSAA/AC).

The major accomplishments of the SSAA for 1983-84 and the plans for 1984-85 are given below. A detailed description of the Committee's activity is given in its complete annual report which can be obtained on request from Dr. Helen Weil, Chair.

Major Accomplishments, 1983-84

Among its significant accomplishments during this academic year, the Committee perceives the following:

1. Developing a working document of ideas on student affirmative action

This document integrates input from students, faculty, academic units, campus and community SAA groups, and published sources. It was presented to the Academic Senate Executive Committee, the Council of Deans, and the Chief Academic Advisors, and formed an integral part of the administration's compendium of ideas on SAA activity.

2. Providing the impetus for the establishment of a faculty fellowship program focusing on cultural diversity. The administration has been very responsive to SSAA recommendations, and has identified specific grant funds in support of faculty efforts to diversify the existing curriculum and to develop new, multi-cultural courses.
3. Generating a practical strategy for the admission of eligible SAA applicants. The committee has worked closely with the EOP/SAA-Outreach Office and has offered specific suggestions to involve academic unit administrators, academic advisors, and key faculty in the admission of SAA students.
4. Creating the Joint Resolution on SAA issues. This was developed in cooperation with the Senate Affirmative Action Committee, the Senate Student Affairs Committee, and the Executive Committee of the Academic Senate. The Joint Resolution was presented to the Representative Assembly of the Irvine Division on February 2, and was passed virtually unanimously (126 to 1). The Irvine Division of the Academic Senate was the first to adopt an SAA position. As a result of the passage of the resolution, the SSAA Committee is pleased to perceive itself as the voice of the Irvine faculty.
5. Introducing the Program of Eminent and Influential Faculty (PEIF) in SAA issues. Believing that the most effective effort toward broad-based faculty involvement is through peer influence, i.e., the endorsement and support of faculty leaders, the Irvine SSAA Committee was the first to identify and contact, through CoSAA/AC, the eminent and influential faculty on campus.

6. Encouraging faculty to develop multicultural curricula.
7. Encouraging the administration to recognize significant faculty SAA activity.
8. Increasing faculty, student and academic administration awareness of SAA issues.

Note: The enlightened Administration & Senate leadership, 1983-84 has made the work of the SSAA considerably easier in comparison with some other campuses.

For details see the annual report.

Future Plans

The following activities are continuations from 1983-84:

1. To continue its study of SAA structures, organizations, programs and program plans, both on campus and University-wide, and to continue its review and evaluation of published research literature on SAA matters. In this regard, the SSAA has requested that CoSAA/AC recommend a University-wide compilation of information regarding SAA programs, especially their successes/failures.
2. To continue the compilation of List of Ideas for Faculty and Academic Unit SAA Involvement (Working Document), and to invite the Deans and Academic Advisors to respond to these ideas, and to contribute specific

recommendations on the role which SSAA might play in the dissemination and implementation of these suggestions.

3. To continue to advise and assist the Academic Senate regarding SAA concerns and progress.
4. To continue to serve as the communication link between the Academic Senate, the Administrative SAA structure, Campus and community SAA Groups, and University-wide CoSAA/AC on all SAA-related matters.
5. To continue its role in assisting in the development of the Academic Senate position on SAA matters.

New activity will be as follows:

1. To actively foster and encourage the development of multicultural curricula and to publish a brochure of alternative ways to culturally diversify existing core courses.
2. To encourage personal faculty involvement in the admission of eligible SAA applicants, and to begin this activity by involving committee members.
3. To aid in the development of SAA faculty mentorship programs; to begin this activity by contacting and conferring with PEIF members.
4. To assist individual faculty and academic units in setting up SAA programs, and to identify and set up communications between individuals and units with related concerns and interests.

5. To initiate contact with UCI PEIF faculty during the summer months, invite them to explore areas of SAA activity of special interest to them, and garner their responses to the recommendations imbedded in the Joint Resolution.
6. On recommendation of CoSAA/AC, the SSAA will bring to the Executive Committee of the Academic Senate the proposal that UCI SSAA be made a standing committee. In connection with this recommendation, SSAA will seek to put together a set of proposed by-laws in time for the first meeting of the Executive Committee.

G. EVALUATION AND RESEARCH

Distinction Between Research and Evaluation

This section describes two important components of UCI's Student Affirmative Action Five-Year Plan: the evaluation component and the research component. While research and evaluation, in general, share many commonalities, they are seen here as two very distinct enterprises with different purposes and different results for different audiences. We define evaluation as the systematic process of identifying, collecting, and analyzing information about the processes, procedures, and outcomes of particular educational programs. This information is used by various audiences to make judgments concerning the value or utility of these programs. By contrast, research is a scientifically based mode of inquiry which seeks to obtain generalizable knowledge. This knowledge is used to explain behavior or to develop theoretical models.

Evaluation and research can be distinguished along several dimensions:*

1. Purpose of the inquiry: The purpose of research is to develop generalizable knowledge and to explain relationships among variables using universal laws. Its objective is to seek understanding and to reach conclusions. Evaluation is designed to describe the impact of a particular program on a particular group of people. Evaluation leads to decisions about specific programs. It seeks to describe, not explain.

*See Worthen and Sanders (1973) for more detailed discussion of the differences between research and evaluation.

2. Generalizability of the findings: Research works with generalizable constructs which have applications in many settings and for many different types of people. Evaluation is not concerned with such issues of generalizability; instead, it is concerned with particular features of a particular program at a particular point in time.
3. "Worth" vs. scientific truth: Evaluation always contains a component of value, judgment, or worth; it is this concept which uniquely distinguishes evaluation from other modes of inquiry. In evaluation, what is studied is described in terms of its value or social utility--Are the benefits of this program worth its cost? Is this program superior to its competition? Research seeks to discover scientific truth, to describe universal relationships, and to understand phenomena without assigning a value to that which is discovered.
4. Methods of inquiry: The methods of inquiry used by evaluators and researchers are quite similar. In fact, one may say that evaluation is the application of research methods to a particular setting. However, it is not to be expected that evaluation will replicate the methods of research nor meet all the assumptions of techniques developed for controlled scientific experiments. Therefore, the analysis of evaluation information should take into account these differences which may affect the conclusions of the evaluation.

This analysis of some of the differences between evaluation and research should help clarify the distinctions between the two components described in this section.

Evaluation Plan

The purposes of the evaluation plan is threefold: (1) to assess how well UCI is meeting the goals and objectives (listed in Section D), (2) to measure the effectiveness of specific SAA programs (listed in Section E and Volume II), and (3) to enhance the program activities being carried out.

The achievement of progress toward the goals and objectives is probably the most important indicator of how well UCI's comprehensive SAA effort is operating. Although it will be difficult to identify specific reasons why the goals are obtained (or not obtained), measuring our progress toward these goals is an essential part of the planning and implementation process. Given the complexity and diversity of the SAA goals and objectives, a wide variety of data collection techniques will be needed to monitor progress.

To identify these specific techniques, two subgroups of the Core Planning Group were convened during Spring, 1984. One studied the outreach and enrollment goals; the other studied the retention and graduation goals. Their recommendations were then reviewed and approved by the Core Planning Group.

The final recommendations do include a wide variety of data collection techniques. For outreach data, we will need to depend on cooperative arrangements with other institutions (such as high schools and community colleges). Much of the outreach data will come from EOP/SAA Early and Immediate Outreach Programs. In many cases, data for the outreach goals and objectives will be collected from a small number of schools within UCI's service area. Enrollment data will be obtained from official third-

week enrollment figures which become part of the UC corporate data base.

Retention data will be obtained through UCI's Progression Reports and UCI's Student Tracking System. Academic support services and student life services will be asked to monitor utilization rates for SAA students. UCI will administer and analyze a student questionnaire to determine social adjustment and college life experiences of SAA students. The Career Planning and Placement Center will play an active role in collecting information regarding career development of SAA students. In addition, we will be counting numbers of social activities designed for SAA students across a variety of units.

During the summer of 1984, these recommendations will be developed into a detailed, systematic data collection plan. This plan will be used to collect, report, and analyze the data in relation to the specific targets included in the goals and objectives. Progress toward the goals and objectives will be communicated to the five SAA committees and higher-level administrators on a regular basis.

In addition to assessing progress toward the goals and objectives, the evaluation plan also includes a means of measuring the effectiveness of SAA programs implemented by the units, which will assist the units in enhancing their program activities. Each unit is being asked to evaluate their own SAA activities by the identification of expected outcomes together with measures for each outcome. Expected outcomes and proposed outcome measures are listed for each SAA activity in Volume II of this plan. Given the extremely large number of SAA activities, it was decided that for the purpose of this plan, each unit will be asked to conduct formative evaluation of only one of its SAA activities during 1984-85. To assist each unit in its program evaluation,

a series of evaluation workshops will be offered.

The primary purpose of the evaluation workshops will be to enhance the evaluation skills of individuals within each unit so that they (with help) can conduct a formative evaluation of their SAA program. These skills should also be useful for the evaluation of other educational programs within these units. Since the workshops will include individuals from many units, the workshops will also contribute to the use of a common vocabulary, the sharing of ideas, and discussion of common problems.

Each unit will be encouraged to conduct a formative, rather than summative, evaluation of its SAA program. Formative evaluation is designed to provide information to improve the program and is an integral part of the early stages of program development. Formative evaluation can be used as a management tool to help define program objectives and to monitor program implementation. This type of evaluation is in contrast to a summative evaluation which attempts to assess the overall value of a program. After a program is operating as it was designed to operate, the evaluation may then shift to a summative format to assess the total impact of the program.

As units design their evaluation studies, they will be encouraged to use common outcome measures, such as grade point averages, persistence rates, etc., wherever feasible so that evaluation results may be summarized across several units, within certain similar types of programs. For example, it may be possible to summarize results across all instructional programs or across all student support services. These summaries will be used in a campuswide evaluation of SAA efforts.

(Note: The State-funded SAA programs at UCI will continue to collect data as mandated by the Office of the President. This data collection is seen as only one part of a much larger program and should be a by-product of our campuswide evaluation of SAA efforts.)

Research Plan

The research component of UCI's SAA plan is a natural outgrowth of the University's leadership role in the area of basic research. The SAA research program is designed to enhance our understanding of the persistent problem of underrepresentation of certain groups in education--the origins of the problem and the factors that contribute to it. Conducting research not only will help us understand the problem of underrepresentation, but will ultimately help us design and implement more appropriate policies, programs, and procedures to promote the enrollment and retention of underrepresented students.

Several units will be participating in various aspects of the research program. These diverse activities, explained below, will collectively contribute to two intended outcomes of the research program. The first intended outcome is the development of a conceptual model or theoretical framework for understanding factors related to enrollment and retention of SAA students. This conceptual model will be based on research conducted at UCI and elsewhere that identifies cognitive, noncognitive, institutional, environmental, and societal factors which contribute to the educational choices of SAA students. The resultant model (or models, if factors are different for different underrepresented students) will be compared to theoretical models that have already been developed for majority students.

The development of such model(s) will considerably assist our understanding of the dynamics and interactions of factors affecting individual educational choices. Such model(s) will also be a significant contribution to the research literature on the education of underrepresented students.

The second intended outcome will have more immediate impact than the development of the theoretical model(s). The second outcome will be the identification of institutional implications of the research findings. It is anticipated that the research program will be identifying institutional barriers in the form of policies and procedures as well as providing suggestions for possible creative solutions and programs that work. Therefore, implications for the institution might include: suggestions for the modification of outreach and retention efforts, changes in policies and procedures regarding access and retention, removal of institutional barriers, and changes in institutional environment. At this point the research and evaluation efforts will come together to provide the best context for decision-making.

Of course, the ultimate goal of the research program is to complement the overall SAA effort to graduate more underrepresented students from UCI. While most of the research could be classified as "basic" rather than "applied," all SAA research activities are being initiated to ultimately solve the immediate problem of underrepresentation.

The UCI research program will be organized around two major themes:
(1) assessing the nature and scope of the problem of underrepresentation, and (2) research on factors related to enrollment and persistence. Despite many years of awareness of the problem of underrepresentation, there is

surprisingly little information assessing the exact nature and scope of the problem. For UCI, we need to conduct an analysis of the current applicant pool through racial ethnic surveys of feeder high schools and community colleges, and through an analysis of Scholastic Aptitude test score reports which are routinely submitted to UCI by applicants and prospective applicants. These analyses of the immediate SAA applicant pool will help us target our SAA programs and activities. In addition, we need to develop a comprehensive picture of entering SAA students and their needs. This picture would include: entering characteristics of all SAA students (using data from Admissions and the Program of Academic Support Services), quarterly academic progress of SAA students (Registrar's data), rates of SAA students use of support services, and surveys or inventories of SAA students' campus life experiences (campuswide administration of the College Life Experiences survey). This comprehensive picture will help us develop a much clearer sense of the potential and the problems of these students.

The second theme, that of factors related to enrollment and persistence, will be addressed through a variety of studies conducted by different agencies and units. One part of the research will attempt to identify factors such as family/peer influence, teacher expectations, socioeconomic barriers, and language concerns that affect the high school experience of SAA students. This research will be undertaken in cooperation with outreach projects such as the Student Teacher Education Project (STEP), Radius, and the EOP/SAA Early and Immediate outreach efforts. Another part will concentrate on cognitive, noncognitive, and institutional factors related to persistence at UCI.

Several of these research activities are described in Volume II of the SAA plan. For example, the Admissions Office plans to study SAA students who persist into the second year of college. The Office of Special Services and several of the academic units will be analyzing their exit interviews with SAA students to determine reasons why they leave the University. Dr. Turner, Director of the Tutorial Assistance Center, is conducting a longitudinal case study of the academic experiences of undergraduates in science and engineering.

We will be disseminating the findings of the SAA research program through a variety of channels, some of which were described in Section C. At UCI research results will be shared with the campus community through a proposed campuswide SAA newsletter, a series of quarterly SAA forums, and the SAA committees. We will share results with other UC campuses through Universitywide SAA committees and conferences. Finally, we will share the findings with a wider audience through participation at national conferences and scholarly publications.

H. THE UC IRVINE GRADUATE AND PROFESSIONAL OPPORTUNITY PROGRAM

Division of Graduate Studies and Research

Introduction

The Graduate and Professional Opportunity Program (G*POP), Irvine's graduate affirmative action program, was established in 1974 to enhance the educational opportunities and experience of underrepresented groups, including American minorities, and women in certain fields.

The goal of the Program is to increase the participation and advancement of these students in graduate study at UCI by:

- Effective Recruitment: Expanding and refining recruitment activities to develop applicant pools and increase the proportion of minorities and women who apply to UCI graduate and professional programs.
- Admissions Assistance: Providing information and advice to qualified applicants to increase their competitiveness in the admission competition and by promoting awareness within the UCI community of the absence of ethnic minorities and women students at the graduate and professional level.
- Successful Retention: Actively promoting increased academic achievement and successful degree completion through tailored orientation and retention programs, with a strong emphasis on faculty mentoring, comprehensive financial and academic support, academic counseling and advising, and student support services.
- Program Development and Evaluation: Supporting and promoting more effective plans and programs based on analysis of historical and

and current information and through the pursuit of extramural funding for program components.

Consistent with national and University experience, Blacks, Chicanos, and Native Americans are identified as the minorities most seriously underrepresented in UCI graduate programs. These minorities are severely underrepresented across the entire range of graduate programs at UCI; women are underrepresented only in certain areas (physical sciences, engineering, information and computer science, and medical sciences). Thus, increasing the participation of these categories of minority students in all graduate academic areas is the highest priority for G*POP efforts.

Table 15 provides data on levels of enrollment by ethnic minority classification determined to be most seriously underrepresented in graduate education, by academic unit and for the campus as a whole for 1978-1983. In common with graduate institutions nationwide, Irvine experienced a serious decline in Black graduate student enrollment from 1978 to 1980, but, contrary to the experience of most institutions, maintained Chicano and other Hispanic graduate student enrollments. In the fall of 1981 and again in 1982 the enrollment of Black and Chicano graduate students rose significantly. Since that time, however, minority enrollments as a whole have leveled off and Chicano enrollment dropped by more than one-third between 1982-83. The figures also show an increasing or continuing underrepresentation of minorities in all of the academic disciplines which have traditionally failed to attract minority students.

Obviously, much still needs to be done to encourage the enrollment of Black, Chicano, other Hispanic, and Native American students in UCI graduate

TABLE 15

MINORITY GRADUATE STUDENT ENROLLMENT
1978 - 1983

	1978	1979	1980	1981	1982	1983
<u>Biological Sciences</u>						
Black	2	2	2	0	1	0
Chicano	0	1	1	3	2	2
Other Hispanic	1	2	0	0	0	1
Native American	0	0	0	0	0	0
Total (% Total Enr.)	3(2.1%)	5(3.5%)	3(2.1%)	3(2.6%)	3(1.9%)	3(1.9%)
<u>Engineering</u>						
Black	0	1	3	2	1	2
Chicano	3	3	1	2	3	3
Other Hispanic	1	1	1	0	1	1
Native American	0	0	0	0	2	1
Total (% Total Enr.)	4(3.2%)	5(6.1%)	5(4.2%)	4(2.6%)	7(3.7%)	7(3.9%)
<u>Fine Arts</u>						
Black	3	3	0	5	5	3
Chicano	0	1	1	1	2	4
Other Hispanic	0	0	0	0	1	1
Native American	0	0	0	1	0	2
Total (% Total Enr.)	3(3.8%)	4(5.1%)	1(1.2%)	7(7.9%)	8(7.2%)	10(9.3%)
<u>Mathematics</u>						
Black	3	3	2	1	2	3
Chicano	8	10	11	12	12	10
Other Hispanic	14	18	21	24	26	28
Native American	0	0	0	0	0	0
Total (% Total Enr.)	25(11.3%)	31(13.2%)	34(14.5%)	37(15%)	40(16.5%)	41(16.3%)
<u>Information and Computer Science</u>						
Black	0	0	0	0	0	0
Chicano	0	0	0	0	0	0
Other Hispanic	0	1	1	2	2	1
Native American	0	0	0	0	0	0
Total (% Total Enr.)	0	1(1.1%)	1(1.1%)	2(2%)	2(2.4%)	1(1.4%)
<u>Management</u>						
Black	3	3	0	1	3	4
Chicano	4	4	8	13	10	4
Other Hispanic	4	4	3	4	5	4
Native American	0	1	1	0	0	2
Total (% Total Enr.)	11(5%)	12(5.1%)	12(4.7%)	18(6.3%)	18(5.5%)	14(5.2%)
<u>Medical Sciences</u>						
Black	0	0	0	0	0	0
Chicano	0	0	0	0	0	0
Other Hispanic	0	0	1	1	1	1
Native American	0	0	0	0	0	0
Total (% Total Enr.)	0	0	1(7.1%)	1(7.1%)	1(5.6%)	1(3.7%)
<u>Physical Sciences</u>						
Black	2	2	2	1	3	2
Chicano	1	1	1	1	3	3
Other Hispanic	1	1	1	1	1	3
Native American	0	0	0	0	0	0
Total (% Total Enr.)	4(2.3%)	4(2.5%)	4(2.3%)	3(1.7%)	7(3.5%)	8(3.9%)
<u>Social Ecology</u>						
Black	3	2	2	3	3	3
Chicano	4	4	2	2	2	1
Other Hispanic	2	3	2	2	1	1
Native American	0	0	0	0	0	0
Total (% Total Enr.)	9(13.8%)	9(13.8%)	6(9.1%)	7(12.3%)	6(10.5%)	5(8.5%)
<u>Social Sciences</u>						
Black	3	2	2	6	6	6
Chicano	2	1	2	5	8	5
Other Hispanic	1	2	1	2	5	6
Native American	0	0	1	3	4	4
Total (% Total Enr.)	6(4.9%)	5(4.4%)	6(4.3%)	16(11.5%)	23(17.6%)	21(16.2%)
<u>CAMPUS TOTAL</u>						
Black	19(1.6%)	18(1.5%)	13(1%)	19(1.4%)	24(1.6%)	23(1.6%)
Chicano	22(1.9%)	25(2.1%)	27(2.1%)	39(2.8%)	42(2.8%)	32(2.2%)
Other Hispanic	24(2%)	32(2.6%)	31(2.4%)	36(2.7%)	43(2.8%)	47(3.2%)
Native American	0	1(.08%)	2(.15%)	4(.3%)	6(0.4%)	9(.6%)
Total (% Total Enr.)	65(5.5%)	76(6.2%)	73(5.6%)	98(7.2%)	115(7.6%)	111(7.5%)

programs. The recruitment and retention of qualified minority students will remain a top priority of the campus and within the Division of Graduate Studies and Research. To be truly successful, however, graduate affirmative action needs the active and material involvement of faculty. This is both complicated and expensive to achieve but it is the key to successful graduate affirmative action at UCI.

The Problem of Underrepresentation

Several factors account for the underrepresentation of minority graduate students in the mainstream of American academic life. First, there are absolutely and proportionately fewer minorities in the applicant pool. Second, because of the continued reliance on admission criteria (the GRE, for example) which have no demonstrated validity for predicting success in graduate school, and because minorities tend to perform poorly on admissions tests, fewer of those who apply are admitted. Third, given the intense competition among institutions for "qualified" minority applicants, most institutions are unlikely to enroll more than a small number of the students they recruit and admit. And finally, for a variety of economic, cultural, and societal reasons, attrition rates among minority graduate and professional students are higher than for nonminority students.

Table 16 provides data about graduate enrollment levels of women by academic unit and for the campus as a whole for 1978-82. Women now constitute 38 percent of UCI's graduate students. They are in the majority in Fine Arts, Humanities, Social Ecology, and Social Sciences. Women have reached the level of 46 percent in Management, and remain above the 30 percent level in Biological Sciences. While recent research

TABLE 16
GRADUATE ENROLLMENT BY SCHOOL AND SEX
1978 - 1982

Total (W-X Women)

	<u>Fall 1978</u>	<u>Fall 1979</u>	<u>Fall 1980</u>	<u>Fall 1981</u>	<u>Fall 1982</u>
Biological Sciences	145 (53-37%)	143 (54-38%)	146 (53-36%)	154 (38-33%)	155 (50-32%)
Engineering	77 (4-5%)	82 (2-2%)	119 (4-3%)	153 (13-8%)	190 (17-9%)
Fine Arts	78 (41-53%)	79 (43-54%)	84 (54-64%)	89 (59-66%)	111 (63-57%)
Humanities	229 (125-55%)	235 (137-58%)	234 (132-56%)	247 (140-57%)	242 (142-59%)
Information & Computer Science	70 (8-11%)	92 (11-12%)	98 (10-10%)	101 (14-14%)	83 (8-10%)
Management	222 (67-30%)	238 (78-33%)	254 (87-34%)	287 (130-45%)	325 (148-46%)
Medical Sciences	16 (3-19%)	13 (2-15%)	14 (2-14%)	19 (3-16%)	18 (2-11%)
Physical Sciences	170 (32-19%)	161 (27-17%)	174 (29-17%)	180 (29-16%)	201 (34-17%)
Social Ecology	56 (32-57%)	65 (40-62%)	66 (43-65%)	65 (31-54%)	57 (34-60%)
Social Sciences	123 (53-43%)	114 (46-40%)	138 (59-43%)	139 (63-45%)	131 (69-53%)
<u>CAMPUS TOTAL</u>	<u>1186 (418-35%)</u>	<u>1222 (440-36%)</u>	<u>1327 (473-36%)</u>	<u>1434 (520-37%)</u>	<u>1513 (567-37%)</u>

shows that women will achieve parity in postgraduate education by 1990 and priority is being given to more seriously underrepresented minority populations, the present underrepresentation of women in Engineering, Information and Computer Science, Physical Sciences, and the medical sciences is a target of affirmative action efforts and a priority for the Division.

Graduate Affirmative Action Planning

As is evident in the data presented in Table 15 and 16, there are substantial differences among disciplines and programs with respect to the extent and pattern of underrepresentation, and with respect to the plans and strategies required to remedy it. G*POP planning is designed to address, in program-specific terms, the diversity among disciplines and the causes of underrepresentation. The Graduate and Professional Student Affirmative Action Plan prepared by the Division of Graduate Studies and Research in May 1984 describes Irvine's comprehensive plans to expand historically successful G*POP program components and develop and implement innovative new ones. A strong beginning has been made to meet the goals and objectives of the plan in 1983-84 and 1984-85. The Division's success in obtaining three-year grant support of the innovative Faculty Mentor Program from the Fund for the Improvement of Postsecondary Education was an important program enhancement with significant long-range implications for achievement of Irvine's graduate affirmative action objectives. The Division's more recent success in obtaining Department of Education G*POP funding expands fellowship funding available to minority students in Engineering, Information and Computer Sciences, Physical Sciences and Biological Sciences. In spite of these advances, much remains to be done if the campus is to meet its goal of increasing

participation and advancement of underrepresented minorities and women in graduate education at UCI. Instrumental involvement of academic schools, departments, and faculty in this effort is a major goal in UCI's efforts to achieve these objectives.

Specific planning objectives for 1984-85 include:

- Expansion and continued development of G*POP recruitment activities. Continued close contact with the Coordinating Committee on Graduate and Professional Advancement (CCGPA) so that UCI may attract the most qualified minority applicants from other UC and CSU campuses.
- Increased campuswide faculty involvement in G*POP activities, especially in recruitment and minority admissions innovations.
- Increased enrollment and academic success of American minorities and women in UCI graduate programs.
- Continued development and implementation of the Faculty Mentor Program for minority graduate students.
- Continued development and implementation of the G*POP-sponsored Developmental Fellowship Program for minority graduate students to complement and facilitate continual growth in graduate education.
- Increased support and contribution to the Office of the President's graduate affirmative action efforts in the areas of funding and program development for the eventual benefit of UC and UCI.
- Recognizing G*POP cannot expect to obtain from the University all the funding required to support the full range of program needs, continued aggressive pursuit of extramural support for programs

with emphasis on research assistantships and comprehensive fellowships.

- Increased interaction with departments and faculty including provision of data and suggesting involvement opportunities to foster increased participation in G*POP activities.
- Development of a G*POP data base and programming in the Division archival student information systems to enhance reporting and statistical analysis capabilities for evaluation and planning purposes.

The accomplishments of G*POP in 1982-83 and 1983-84 and continuing plans for 1984-85 and beyond are briefly summarized in the following section for each major area of activity.

Recruitment

In the past, G*POP recruitment has consisted primarily of two complementary sets of activities: (1) participation in organized Graduate and Professional School Information Days at most of the four-year institutions in California in conjunction with the Coordinating Committee on Graduate and Professional Advancement (CCGPA), and (2) systematic individual and institutional mailing of printed material publicizing G*POP, the University, and its academic units.

The current G*POP plan continues to employ these effective recruitment activities but augments them through the implementation of a more comprehensive approach. The additional activities will be phased in over the course of the 1984-85 and 1985-86 academic years and will require increasing faculty participation. The plan emphasizes the involvement of faculty in recruiting activities, including (1) the development of inter-campus discipline-specific faculty networks, and

(2) the identification of target undergraduate institutions which possess large numbers of minority students academically prepared for admission to UCI graduate programs. This recruitment model also incorporates more comprehensive and balanced involvement by the G*POP Director in the outreach recruitment activities of the CCGPA and in occasional out-of-State recruitment travels, and more selectively employees G*POP publication mailing. Finally, UCI graduate departments and programs are more selectively targeted for participation in G*POP recruitment and will receive differential degrees of the Director's attention based on the particular academic unit's degree of underrepresentation.

Admissions

During the admissions cycle, the G*POP Director meets periodically with the Graduate Advisor or Admissions Committee Chair of each graduate program to assist in the identification and evaluation of affirmative action applicants. The Director and program representatives discuss affirmative action principles as they apply to the admission process, the progress of their program to date in relation to affirmative action, and the modes of assistance available through G*POP. In reviewing affirmative action applications, two questions are asked: Does the applicant satisfy the established criteria for admissions? Is there a reasonable probability that he or she can successfully complete the program of graduate study to which admission is sought? Traditional indicators such as grade point average and Graduate Record Examination scores are reviewed, but valid qualifications, such as statements of purpose and letters of reference are also considered. On occasion, in cooperation with the department or school, an applicant may be brought to the campus for an interview with appropriate individuals. Before

the Graduate Dean takes final action on the recommendation of the admissions committee, the G*POP Director reviews all files. In some cases, the admissions committee is asked to reconsider a negative recommendation. If the applicant is not admitted, the G*POP Director makes a special effort to advise on preparation for reapplication, as well as alternative academic opportunities.

The G*POP Director cooperates with departments in providing additional information to students that may assist them in evaluating an offer of admission to UCI. In advance of the admissions offer, applicants have been encouraged to apply for various forms of financial assistance and housing, and have been advised of other factors essential in assessing the quality of life on the campus and in surrounding communities. Students who have been admitted are encouraged to visit the campus to consider available opportunities.

In 1984-85 efforts will be initiated to address the related issues of minority underrepresentation, graduate school access, and the admissions process. More consistent collection and use of data on applications, admissions, enrollments, and retention will be generated to promote awareness within the UCI community of the absence of minorities and female students at the graduate and professional level.

Retention

As part of G*POP, the Division administers several financial and academic support programs designed to assist underrepresented students. These include Regents and University Fellowships for first-year students, University Dissertation Research Awards, and Regents and University Dissertation Fellowships. G*POP also administers two innovative financial/

Long-range objectives of the project include reducing minority student alienation, increasing faculty participation in minority student advising and monitoring, and altering structural administrative impediments to minority student progress.

Designed into the Program is an evaluation component that has yielded significant preliminary information concerning the Program's effectiveness. Data relevant to the mentoring process and the success of program goals (for students and faculty) have been gathered over the past two years and are continuing to be analyzed to better characterize the nature of the mentoring process and the extent to which objective goals are realized. A rigorous evaluation program designed to provide a definitive assessment of both the mentoring process and its potential outcomes for student and faculty is continuing. This evaluation and the technical publications it generates will significantly contribute to the developing body of knowledge about the mentoring process and the graduate education of minority students.

The Faculty Mentor Program has major implications for both the structure and content of minority graduate education. The preliminary evaluation strongly indicates that formal mentoring relationships between minority graduate students and faculty mentors, in connection with a well-formulated research project, greatly accelerates student progress toward the Ph.D. Such a set of findings has major and far-reaching implications for graduate education.

On a nationwide basis, much attention has been given to minority student recruitment but less attention has been given to minority student retention and success, particularly at the doctoral level. Although

financial support is important, the simple provision of more financial support programs will not solve the problem. Irvine's Faculty Mentor Program is an academic support program that builds the minority student into the academic mainstream and ensures thorough and intimate involvement with research. It is this grounding in research, writing, analysis, and scientific inquiry that will give minority graduate students the opportunity not only to find a job upon graduation but also to aspire along with their nonminority counterparts to important positions as scientists, scholars, and educators.

Although FIPSE funding of the Faculty Mentor Programs ends in 1983-84, the Program as currently structured will be established as a permanent program at UCI. Funding for the program will be from the Office of the President, G*POP Fellowships, the Committee on Research, and other University sources as required.

Developmental Fellowship Program

The Department of Education's Graduate and Professional Opportunity Program (G*POP) recently awarded four new three-year fellowships to UCI minority Ph.D. students (one each in Biological Sciences, Engineering, Information and Computer Science, and Physical Sciences) beginning in 1984-85. The structure of the UCI program was designed in full recognition that financial and academic support should be consistent with the changing circumstances and demands which evolve rather predictably during graduate education at the University of California. In support of the developmental structure of graduate education, the components of the G*POP program at UCI will be packaged in the following manner with flexible guidelines to accommodate individual variation in development.

Financial Support

Continuing financial support programs are administered by G*POP, including Graduate Opportunity Fellowships, Faculty Mentor Assistantships, University Dissertation Research Awards, and University Dissertation Fellowships.

In addition to direct administered financial support, advice and assistance in student grant and proposal writing is provided through G*POP to enhance access to University and extramural sources of support for graduate study and research.

Adequate financial support is critical to persistence and success in graduate study, especially for minority students. Increased financial support is needed. However, although fellowship support is an important and useful source of financial assistance minority graduate students, fellowships do not provide the academic benefits of a financial support program structured to satisfy the predictable developmental demands of graduate education. The new program made possible by G*POP funding will make it possible for UCI to offer appropriately structured multi-year fellowships to new minority Ph.D. students.

Program Development and Evaluation

This document is an overview of the graduate affirmative action plan which will be submitted to the Office of the President in the next few months. During 1984-85 the campus will embark on a comprehensive graduate affirmative action planning effort which will include the recruiting plans of individual graduate programs and will form the basis for comprehensive long-term program evaluation of G*POP activities. G*POP will also enhance its program of promoting awareness within the UCI community of the absence

of ethnic minorities and women at the graduate level. In order to meet mandated reporting responsibilities, the Division of Graduate Studies and Research will utilize the computer-based G*POP admissions and enrolled student reports to track G*POP students. Since the information available through these existing systems requires some updating, new information management systems will be developed to provide accurate and detailed tracking of G*POP students.

The primary aim of the evaluation activities, in addition to determining the effectiveness of individual programs, will be to evaluate and monitor

- The degree to which G*POP has been successful in involving faculty in its various activities.
- The degree to which G*POP recruitment and admissions efforts have been successful in reducing the underrepresentation of minorities and women in graduate and professional school at UCI.
- The effectiveness of the Faculty Mentor Program and the federal G*POP program.
- The effectiveness of G*POP generally for retaining minorities and women in UCI graduate programs to degree completion.

It is essential to keep in mind in the area of graduate affirmative action, that efforts and programs cannot remain static if they are to adequately address the changing (and hopefully improving) conditions of minorities and women in graduate school at UCI. The ultimate goal of G*POP is to incrementally plan itself out of existence by gradually eliminating underrepresentation of disadvantaged groups. Achievement of this ultimate

goal is made more likely, by not only designing and implementing effective programs, but by guiding future efforts and making appropriate adjustments based on the results of valid evaluation programs. The Division of Graduate Studies and Research looks forward to working more closely with faculty and departments to improve UCI's record of graduate affirmative action.

I. UNIVERSITY OF CALIFORNIA, IRVINE

CALIFORNIA COLLEGE OF MEDICINE

GRADUATE AND PROFESSIONAL STUDENT AFFIRMATIVE ACTION PLAN

1. OBJECTIVES

The UCI - California College of Medicine's Graduate and Professional Affirmative Action Plan, known as the Comprehensive Recruitment and Retention Program, is focused on groups that are underrepresented in the field of medicine: Blacks, Chicanos, Native Americans and women. The Plan has two primary objectives which will be accomplished through six well-designed and well-coordinated components.

The Plan is administrated by the UCI-CCM Office of Student and Curricular Affairs, which has managed a federal grant under the Health Careers Opportunity Program (HCOP) since 1978. That grant has been focused on the recruitment and retention of minority and disadvantaged students and has been a contributing factor to the College of Medicine's number one ranking nationally among predominantly white medical schools in the admission and retention of minority students. A strong commitment to the enrollment and retention of women is also long-standing and is being reaffirmed in this Plan.

In addition, the College of Medicine has management responsibilities for the Health Professions Resource Center, which is an arm of the Statewide Area Health Education Center (AHEC).

The Health Professions Resource Center, by virtue of its relationship with health professions, schools, AHECs, undergraduate schools, and community-based organizations serves as a coordinating role to assist these various groups to meet, to share resources, and to work toward achieving a mutual goal in the development of minority health manpower.

UCI-CCM staff will work closely with the staff of the Division of Graduate Studies and Research in the achievement of overall campus goals and objectives.

RECRUITMENT COMPONENT

The recruitment component has, as its primary objective, the identification and recruitment of underrepresented minorities and women to increase their enrollment at UCI-CCM. The three other objectives of this component are: (1) to cultivate a pool of minority and women students who will seek admission to UCI-CCM in subsequent years; (2) to provide a summer program of preparation and enrichment for undergraduates to better prepare them for medical school and thus enhance their chances of acceptance into a medical school; and (3) to increase the pool of well-prepared minority and women applicants who seek admission to medical schools.

The recruitment component will consist of four major programs:

- A. Pool Development
- B. Undergraduate Pre-Health Professions Clubs
- C. Summer Pre-Medical Program
- D. Immediate Recruitment

RETENTION COMPONENT

The retention component has, as its objective, the maintenance of high retention rates for minorities and women by providing services and programs that result in a decrease in the number who experience academic difficulties, and an increase in the number who successfully complete their medical education.

This objective will be achieved through programs that are designed to:

(1) better prepare minority and women students for the demanding medical school curriculum by giving them pre-entry preparation; (2) provide on-going academic support services throughout their medical education; and (3) provide them with enrichment experiences which improve the qualitative aspects of their medical education and better prepare them to serve their communities through practicing in those communities upon completion of their medical education, or by making other contributions through research, teaching, service or leadership.

The retention component will consist of three major programs:

E. Summer Pre-Entry Program

F. Academic Support Services

G. Minority Medical Student Enrichment Programs for minority and women students

The ultimate objective of all the program activities are:

A. Recruitment component - achieve and maintain an enrollment of at least 30% minority and 40% women students.

B. Retention component - maintain a retention rate at or near the 100% level for minority and women students.

The enrollment of underrepresented minorities for the 1983-84 academic year comprised 29% and women 38%. The year 1984-85 is expected to equal or exceed that.

A summary of the specific goals of each major program follows.

A. Pool Development

The College's Office of Admissions and the Health Professions Resource Center works toward the development of minority health manpower by:

1. Individual counseling of minority students in the areas of academics and admissions to medical school;
2. Providing awareness conferences and workshops on learning and test-taking skills, admissions to medical school, mock interview sessions, and preparation for the new Medical College Admission Test;
3. Visiting community colleges and undergraduate institutions to make presentations on opportunities for minorities in medical school;
4. Providing role models to motivate and encourage students to pursue a health professions career;
5. Building relations with interest group organizations such as the Association of American Indian Physicians, California Rural Indian Health Board, Student National Medical Association, National Association of Minority Medical Educators, and National Network of Hispanic Women;
6. Hosting Statewide and national organizations, conferences, and workshops;

7. Conducting studies and analysis of the national and local applicant;
8. Developing, maintaining, and disseminating information in the area of minority health professions;
9. Providing consultation and technical assistance to new developing AHECs, health professions schools, undergraduate institutions, and community-based organizations;
10. Conducting and directing health professions development statewide in coordination with AHECs, health professions schools, undergraduate institutions, and community-based organizations; and
11. Establishing and maintaining linkages with AHECs, professional schools, undergraduate institutions, community-based organizations, and the State Division of Health Planning Development.

B. Undergraduate Pre-Health Professions Clubs

These clubs can be excellent vehicles which result in more minority and women students being prepared for, and entering health professions schools.

The UCI-CCM Comprehensive Recruitment and Retention Program provides assistance to currently existing clubs and will work with minority and women undergraduate students and faculty members on campuses without such clubs to encourage their formation.

C. Summer Pre-Medical Program

The program was designed by UCI-CCM faculty and program staff for students who have completed two years of undergraduate study in a premedical curriculum. Twenty participants are selected each year.

They are primarily Blacks, Chicanos, Native Americans and women.

The specific goals are:

1. to teach participants the skills and prerequisites necessary for entering medical school;
2. to acquaint participants with the realities of what it takes to be successful in a medical career; and
3. to enhance their academic achievement to enable them to successfully prepare for admission into medical school.

D. Immediate Recruitment

Immediate recruitment efforts have the most direct impact on achieving the admission and enrollment goals for minority and women students at UCI-CCM each year. The focus of recruitment is on:

1. juniors and seniors who are members of the pre-health professions clubs at target undergraduate colleges and universities;
2. juniors and seniors who are former participants in the Summer Pre-Medical Program;
3. juniors and seniors at other colleges and universities throughout California;
4. California residents listed in the Minority Applicant Registry (there is no comparable listing for women);
5. California residents who are attending selected out-of-State undergraduate institutions (e.g., Howard and Atlanta Universities);
6. California residents who participate in out-of-State and summer reinforcement and recruitment programs such as those at Tulane, Harvard, and UCLA.
7. Training of admissions committee members in evaluation of minority and female applicants.

E. Pre-Entry Program

The Program introduces newly accepted minority and women students to the type and volume of study material they will encounter in medical school.

Participants (25-30 each year) are those students whose previous academic backgrounds suggest that their chances of success in medical school could be enhanced by their participation.

F. Academic Support Services

Academic support services consist of:

1. counseling - individual, group, peer and drop in;
2. personnel and professional development workshops;
3. student-faculty colloquia;
4. speakers series on minority and women's issues in health care;
5. assistance and support to minority and women's medical student organizations;
6. development of minority and women's alumni networks.

J. APPENDICES

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APPENDIX 1

STATEMENTS OF PURPOSE

May 9, 1983

Community Advisory Council

Statement of Purpose

The Educational Opportunity Program/Student Affirmative Action Community Advisory Council has been organized to provide a forum from which community-based advice, counsel, and support can be garnered and issues can be raised in relation to the direction and effectiveness of UC Irvine's EOP/SAA programs. The Council has broad-based community and campus representation so that issues of concern regarding student affirmative action can be pursued. While the Council will focus its attention mainly on outreach, student preparation, and recruitment issues, concerns about retention on the Irvine campus will also be addressed. A community perspective, which the Council can provide, is essential for the EOP/SAA programs to reach the maximum degree of success which UCI is committed to achieving.

March 25, 1983

EOP/SAA COORDINATING/ADVISORY TASK GROUP

Purpose

Overall

- Strengthen and expand student affirmative action efforts throughout all aspects of the UCI community.

Specifically

- Provide a forum for involved individuals to:
 - provide advice regarding the enhancement of and ongoing effectiveness of SAA outreach and retention, plans and programs
 - identify problem areas which hinder effective SAA programs
 - take action where possible, and recommend to appropriate authority where actions are not possible to remedy problems or hinderances
 - seek out needed information to assist SAA efforts
 - share information among the groups, and with the campus as appropriate, regarding SAA trends locally, state-wide, and nationally.

December 9, 1982

Michael Burton, Chair
Committee on Committees
Calvin McLaughlin, Chair
Committee on Student Affairs
George Miller, Chair
Committee on Undergraduate Admissions
Patricia O'Brien, Chair
Committee on Affirmative Action
Helen Weil, Chair
Committee on Undergraduate Scholarships

Re: Student Affirmative Action Faculty Advisory Committee

In conferring with each of you and Assistant Vice Chancellor Dennis Galligani, we agreed that it is appropriate for the Senate to respond to the legislative mandate to establish a Student Affirmative Action Faculty Advisory Committee (to be called the "Chacon" Committee). Therefore, I am requesting your Committees to recommend one member to represent each of your respective Committees on the Advisory Committee, with the exception of the Committee on Committees which is being asked to appoint two at-large members. Systemwide recommends that the Advisory Committee be composed of predominately underrepresented ethnic and women faculty members and, insofar as possible, I hope you will try to meet that requirement. Two student members will also be appointed, one undergraduate and one graduate.

The primary purpose of the Advisory Committee is to oversee the activities of Student Affirmative Action programs at UC Irvine, to provide input regarding both philosophical and programmatic aspects of these efforts, and to advise the Chancellor in relation to all Student Affirmative Action issues and concerns. The involvement of the Advisory Committee is particularly critical as we begin development of the UC Irvine Student Affirmative Action Five-Year Plan, and it is important that the Senate be involved in these developments.

Please send the names of your representatives to the Senate Office at your earliest convenience — by January 12, 1983 at the latest. It is very important that the work of the Advisory Committee begin as soon as possible. It occurs to me that the term of service of your representatives should be looked at carefully to avoid a situation where everyone rotates off at the same time.

Marjorie C. Caserio

Marjorie Caserio, Chair
Academic Senate, Irvine Division

cc: ✓ Dennis Galligani
Assistant Vice Chancellor
Academic Affairs

APPENDIX 2

GLOSSARY OF STUDENT AFFIRMATIVE ACTION TERMS

Note: This glossary of student affirmative action terms was compiled to assist those who may be unfamiliar with terms frequently used in the SAA planning process. These are not meant to be legal definitions, but rather elaborations and descriptions of selected terms. They should be useful for those who have responsibility for developing and implementing SAA activities.

GLOSSARY OF
STUDENT AFFIRMATIVE ACTION TERMS

academic ability

the degree of actual competence to perform in scholastic or educational activities (note: for potential competence, use "academic aptitude"; for measured achievement, use "academic achievement")

affirmative action

positive action taken to overcome underrepresentation of women and minority groups in employment (including career advancement programs) and in the makeup of post-secondary student bodies, as compared to the composition of the area population (see student affirmative action)

articulation

coordination between educational levels or units (e.g., between senior high schools and universities)

core curriculum/core courses

essential or basic parts of the curriculum of an educational institution or department that are studied by all its students (e.g., UCI breadth courses)

cross-cultural studies

studies which help in the understanding of a particular human activity (e.g., child rearing) by comparing how it is done in quite different cultures

cultural activities

experiences, events, ceremonies, etc., that increase individuals' knowledge or enjoyment of their own or another group's cultural, social, intellectual, or artistic heritage

cultural diversity

the inclusion of cultural activities in the social, academic or personal milieu designed to promote the understanding and acceptance of different cultural perspectives

culture

the values, beliefs, customs and creations of a people who regard themselves as a coherent group

educational opportunities

circumstances or conditions that enable individuals or groups to participate fully at all levels of education to improve their educational status and the quality of their educational experiences

Educational Opportunity Program (EOP)

a program whose purpose is to increase the enrollment and retention of low income students

Educational Opportunity Program/Student Affirmative Action--Outreach (EOP/SAA--Outreach)

an administrative unit at UCI whose purpose is to increase the enrollment and retention of regularly admissible underrepresented students. The unit administers the Educational Opportunity Program and the Special Action Admissions Program. It also seeks to enrich the cultural diversity of the undergraduate enrollment. (see Educational Opportunity Program, special action admission, cultural diversity)

educational program

unified set of educational activities or courses with common goals or objectives; a well-organized and planned sequence of activities or a course of study or research designed to achieve specified goals or objectives; an identifiable set of activities that can be evaluated in terms of outcomes and costs

educationally disadvantaged

not having the educational background, experiences, basic skills or training to compete successfully in the general society, consequently being at a disadvantage; the disadvantage may result from nonstandard or foreign language, poor health, dietary problems, learning problems, social problems, and/or school adjustment problems

equal education (equal educational opportunities, educational equity)

system of education extending comparable opportunities to all individuals regardless of race, color, creed, age, sex, socioeconomic class, or sexual preference

ethnic groups

subgroups within a larger cultural or social order that are distinguished from the majority and each other by their national, religious, linguistic, cultural and sometimes racial background (note: do not confuse with "minority groups," which has the connotation of being the object of prejudice or discrimination, see minority groups)

ethnicity

identification with a specific kind of ethnic character, quality, or uniqueness; awareness of the ethnic character of oneself or others

formative evaluation

assessment that takes place during the developmental (formative) stages of a program; this information is used to alter a program, to revise materials, or to reconsider goals and objectives (see program evaluation and summative evaluation)

goal

a statement describing a broad intent or purpose (see objectives and program objectives)

higher education

postsecondary education leading toward a degree

intersegmental efforts

efforts designed to increase cooperation and communication among several educational institutions which share common concerns and goals (e.g., among the University of California, the California State University and the California Community Colleges)

minority groups

subgroups within a larger society that are distinguished from the majority and each other by race, national heritage, or sometimes by religious or cultural affiliation (note: unlike "ethnic groups," "minority groups" also have the connotation of being objects of prejudice or discrimination)

multicultural education

curricula designed to recognize the integrity, contributions, strengths and viability of different cultural, language and social groups in a society; contrasts with ethnic studies which focus on the history, social structure, differences, contributions and so forth of a particular group

objectives

those outcomes that are planned and that a program is designed to accomplish; objectives may be very broad and difficult to measure, or they may be specific and stated in behavioral terms to facilitate their measurement and observation; statements that specify how a broader goal is to be achieved (see goal and program objectives)

outcome measures

assessment instruments (tests, questionnaires, frequency counts) used to measure the outcomes of a program; and used to assess or judge the feasibility, efficacy or value of a program in relation to program objectives

outcomes

the actual results of an educational program; actual results may be more or less than, or quite different from, the expected outcomes (see unintended outcomes)

outreach

positive action taken to encourage and motivate secondary school students to pursue a postsecondary education; early outreach is defined as outreach with junior high school students (grades 7-8) and senior high school students through their junior year, while immediate outreach encompasses juniors and seniors in senior high school

postsecondary education

all education beyond the secondary level; includes learning activities and experiences beyond the compulsory school attendance age with the exception of adult basic education and high school equivalency programs

pre-post testing

an evaluation procedure in which parallel (or equal forms) tests are administered to a group of individuals before and after a treatment, or before and after participation in an educational program

program

(see educational program)

program development

process of formulating a scheme, devising procedures, or planning activities with regard to specific program objectives

program effectiveness

degree to which programs are successful in accomplishing their objectives or in otherwise making changes

program evaluation

the assessment of the value, worth or merit of a particular educational program, used to determine if program goals are being met (see formative evaluation and summative evaluation)

program objectives

explicitly worded statements specifying the purposes and aims of an educational program (see goal and objectives)

race

concept used to describe people who are united or classified together on the basis of genetically transmitted physical similarities deriving from their common descent, and who are also frequently thought to share cultural and social traits

retention of students

continuance of a student in school or college enrollment; academic advancement of students within a school or college

student affirmative action (SAA)

affirmative action for underrepresented, regularly eligible students; not to be confused with special action admission. Defined by the University of California, SAA students are from groups whose proportion among university undergraduates is lower than its proportion among California high school graduates. At UCI, SAA students are identified as: American Indians, Blacks, Chicanos, Latinos, and Pilipinos (see underrepresented group, affirmative action and special action admission)

secondary education

education provided in grades 7-12

special action admission

special process and procedures to admit students to the University who are not regularly admissible, by special action of The Chancellor; not to be confused with student affirmative action which pertains to regularly admissible students

Special Services

a program whose purpose is to provide support services designed to increase the retention and graduation rate of economically and educationally disadvantaged students. Services are targeted to underrepresented ethnic minorities and are offered to physically handicapped students as well.

special services

those support programs offering academic or personal services designed to increase the persistence rate of underrepresented and targeted groups, usually paid for by state and federal programs

summative evaluation

the assessment of the overall effectiveness of a program, which takes place after a program is fully developed and implemented (see program evaluation and formative evaluation)

target groups

those minority groups which are underrepresented and which are targeted by specific programs or offices for special services or activities

transfer students

a student moving from one educational institution to another in order to continue a course of study at the same level

undergraduate

student who is enrolled in a course of study at an educational institutional leading to a first degree, e.g., bachelor's degree

underrepresented group

any group that is inadequately represented, when compared to its representation in a larger group such as the area population. For the University of California, an underrepresented student group is defined as any group of students whose proportion among university undergraduates is now or has been in the last 5 years, lower than its proportion among California high school graduates. For the University of California, Irvine, the following groups are identified as underrepresented, based on their proportions among UCI undergraduates and/or graduates, when compared to their proportion among California high school graduates: American Indians, Blacks, Chicanos, Latinos, and Pilipinos.

unintended outcomes

the actual results of an educational program which were not expected and may be quite different from the expected outcomes

APPENDIX 3

ACADEMIC SENATE JOINT RESOLUTION ON
STUDENT AFFIRMATIVE ACTION

JOINT REPORT OF THE SENATE STUDENT AFFIRMATIVE ACTION COMMITTEE
AND THE DIVISIONAL COMMITTEE ON AFFIRMATIVE ACTION

To the Representative Assembly, Irvine Division:

Introduction

The problem addressed by affirmative action programs for students concerns the underrepresentation of American Indian, Black, Chicano, Filipino, and Latino students in the UCI student body. The proportion of those students among new UCI undergraduates declined steadily for 3 years, from 14.6 per cent in 1980 to 11.3 per cent in 1982. This decline occurred at a time when the same group representation in the graduating high school classes was increasing, an increase that will continue.

In Fall 1983, the proportion of new undergraduate underrepresented students at UCI rose to 12.6 per cent, as the result of campus student affirmative action efforts. Community groups have also organized and taken an active role in all phases of UCI student affirmative action. A student group has been established to work with academic units in specific student affirmative action plans.

The goal of recruiting and retaining qualified students from underrepresented groups can be achieved only with the active participation of all segments of the campus community, including the faculty.

Resolution

RESOLVED: THE UCI FACULTY DECLARES ITS COMMITMENT TO STUDENT AFFIRMATIVE ACTION.

FURTHERMORE, THE FACULTY DECLARES ITS COMMITMENT TO FOSTER THE TRANSFORMATION OF THE UNIVERSITY INTO A MULTICULTURAL INSTITUTION IN WHICH STUDENTS FROM UNDERREPRESENTED GROUPS FIND AN ENVIRONMENT AMENABLE TO THEIR EDUCATION. FACULTY AFFIRMATIVE ACTION EFFORTS WILL SEEK TO INTEGRATE CULTURALLY DIVERSE MATERIAL INTO THE CURRICULA WHEREVER FEASIBLE.

Implementation

Faculty members can contribute to student affirmative action by:

1. integrating culturally diverse material into the curriculum, especially in courses used fulfill basic campus requirements;
2. participating in recruitment efforts and working with community groups;
3. establishing mentor programs for minority students within academic units;
4. encouraging recognition of faculty contribution to affirmative action in personnel actions and program reviews;
5. encouraging the recruitment and fostering the retention of minority faculty, who can serve as role models for students and contribute to the development of UCI as a multi-cultural institution.

Jonathan Wiener
Chair, Senate Affirmative
Action Committee

Helen Weil
Chair, Senate Student
Affirmative Action Committee

APPENDIX 4

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